

# Anti-Bullying Policy

## Introduction

Monksdown Primary School is committed to the individual rights of each pupil by facilitating an atmosphere of mutual respect, co-operation and consideration for others, particularly within the school community.

Any behaviour which is threatening to this atmosphere, which makes an individual feel uncomfortable, unhappy, intimidated or persecuted in school, or even going to and from school, will not be tolerated.

## Statement of Aims

- Promoting amongst staff and pupils, self-discipline and proper regard for authority.
- Encouraging good behaviour and respect for others in particular prevent all forms of bullying amongst pupils.
- Ensuring that the standard of behaviour is acceptable and in accordance with our schools mission statement.
- Regulating the conduct of pupils.

## Definition of Bullying

The definition of bullying is: "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance or power."

At Monksdown Primary School and Nursery, we consider bullying to be when a person is made unhappy over a period of time because they are hurt, teased or left out of a group. Bullying and aggressive behaviour are not acceptable.

Our aim is to create and provide a happy, secure and safe environment for all. Our staff are aware that bullying can and does take place in all schools.

There are many definitions of bullying but all have three things in common:

- it is deliberately hurtful behaviour;
- it is repeated often over a period of time;
- it is difficult for those being bullied to stop the process.

Other features of bullying are:

- it happens in all schools, varying only in extent and degree;
- it is not confined solely to relationships between young people;

- it can be physical, verbal or indirect (i.e. damaging to the reputation of a person);
- its seriousness can only be measured by the degree of hurt felt by the person being bullied - name-calling or teasing may be more damaging than physical harm;
- sometimes it is led by one or more individuals who are intending to cause serious hurt- more often it is a feature of group behaviour. Sometimes people who are usually considerate will join in with uncharacteristic nastiness when they are part of a group;
- the victim may try to hide the hurt in order to reduce apparent vulnerability, leaving the bullies unaware of the degree of harm inflicted;
- many victims do not report bullying and adults may be unaware of the unhappiness suffered;
- it is important to remember that a bully in one situation may be a victim in another.
- Bullying always involves either one victim or a small number of victims who are aggressed (physically, psychologically, or verbally) on a regular basis.
- Bullying of any nature will eventually, directly or indirectly, intrude into the life of school and the classroom itself e.g. the learning potential of any child may be severely inhibited by the fear of a bully.

### Types of Bullying

Type of Bullying	Aspect
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
Racist	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.

Sexual	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
Other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

### **What is online or cyberbullying?**

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

Children may know who's bullying them online - it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape.

### **Identification of Potential Bullying Situation**

It is not always easy to establish if bullying is occurring - situations vary and what would pass for teasing for one child may cause problems for another and could even lead to prolonged misery. It is therefore essential that a child is given the opportunity to relate his/her feelings or to report an incident. Some children will report trivial matters. The staff should use their judgement to investigate all reports with awareness and sensitivity.

Incidents of "bullying" may be brought to the attention of staff by:

- The child reporting to staff
- Other pupils reporting incidents
- Parents speaking to staff or Headteacher
- Staff observing unusual behaviour

### **Signs of Bullying**

- Deterioration of work
- Jumpiness, distraction, forgetfulness
- Personality change
- Tired, emotional, withdrawn
- Distressed at school and/or at home
- Demands for extra cash
- School refusal and faked illness

Nightmares, bed wetting, stammering

### **Preventative Strategies**

The curriculum must be used as an instrument to oppose bullying.

The design and presentation of the curriculum is developed in such a way that builds the self-esteem, expectations and confidence of the pupils. Caring, sharing and respect permeate the curriculum. Bullying, racism, sexism and other types of harassment are discussed openly in class. On occasions this may be implemented by drama, role-plays and resource materials used to stimulate discussion - stories, poems, assemblies etc.

School/playground rules are displayed in all classrooms and the School Mission Statement supports these rules and is displayed in the atrium. The school runs a school council and buddy system, including anti-bullying ambassadors who inform staff if pupils share bullying incidents with them. A friendship stop is also operated where children who do not have anyone to play with can stand and find a friend.

As members of staff, we will use our own adult behaviour as a model as to what we expect of our children, and build on our school's positive behaviour policy by actively promoting the school ethos and the positive attitudes expected towards others. Children learn that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment. Our school is a safe and stimulating environment where children learn and play.

The following guidance can be adopted once:

- i. Someone who is persistently bullied has been identified  
and
- ii. Someone who is a persistent bully has been identified

### **Guidance - When Bullying is Identified**

In order to reduce incidents of bullying, staff will take the following action:

1. Watch for early signs of bullying
2. Deal with situations immediately and investigate all the facts fully
3. The class teacher should deal with any alleged bullying in the first place
4. The school will keep detailed records of all incidents if staff suspect bullying. The report should be produced and shared with the pupil/s

5. Depending upon the severity of the situation the Deputy Headteacher or Headteacher should be involved. They should listen to the teacher's report and those of the pupils before taking any action.
6. The Headteacher may wish to speak to the parents of one or more pupils and may wish to involve the School Governors
7. If the bullying is of a racial nature, a 'Racist Incident' form must be completed and sent to Childrens' Services

### **Prevention of Bullying**

Pupils are encouraged to tell of all bullying incidents and know that they will receive a sympathetic hearing. Pupils are informed not to tolerate any bullying behaviour of any sort within the school.

The incidence of bullying within school can be greatly reduced by removing any opportunity for it to occur, enabling situations to be settled quickly (sometimes before they arise!)

All pupils and staff are asked to have a positive attitude towards positive behaviour. To recognise what good behaviour is and, within reason, reward it.

Staff should always try to be aware and observe potential problems, and to explain to children that 'telling tales' is sometimes necessary in a situation where someone is being made unhappy. With this in mind, it is important within school to create an atmosphere where children can be open and honest, and not afraid to talk to staff in the knowledge that the problem will be dealt with.

**Checklist for Bullying**

Person making report:..... Date of Report:.....

Date(s) or incident(s):.....

Details	Victim	Bully (ies)
Name		
Class & class teacher		
Estimates of academic ability and attainment (relative to the rest of the class)		
Generally accepted or rejected by peers		
Close friends (list)		
Home background (social and emotional)		
Parental attitudes towards the problem (concerned, co-operative, etc.)		
What are the reasons given by each child for the bullying?		
What is the victim's response to a bullying incident?		Other comments:
Details	Victim	Bully (ies)
Does the bullying occur:	D) only within the school E) only outside the school F) both inside and outside the school	Other comments:
If either d or f does the bullying occur? If either e or f does the bullying occur?	A) during the periods when staff supervision is minimal or difficult. B) at any time, even when supervised. C) only on the way to school. D) only on the way home from school.	
What other features, if any, do you see as being relevant?	Do you know of a reason why the bully has chosen this particular victim?	

Was bullying confirmed? (head teacher to be satisfied of intent)

Yes/no Sanction .....

Signed Head teacher ..... Date .....

All parents to be informed of outcomes in writing.