



Monkwick

JUNIOR SCHOOL

Anti-Bullying Policy

Last updated and approved: June 2021
To be reviewed: June 2023

Inspiring Lifelong Learners

Monkwick Junior School - Anti Bullying Policy

Monkwick Junior School believes that all pupils are entitled to learn in a safe and supportive environment. This means being free from all forms of bullying behaviour. All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying.

There is a zero tolerance policy for bullying at Monkwick Junior School.

Pupils, parents, staff, governors and the community have a duty to help support the embedding of the Sigma Trust values and ethos within the school. These are:

- Integrity - be honest, transparent, trustworthy and true to your beliefs.
- Passion - be positive and enthusiastic about what you are trying to achieve.
- Aspiration - aim for your best and set high, realistic goals.
- Resilience - never give up and strive to improve.
- Accountability - take responsibility for your words, thoughts and actions.
- Respect - for yourself, your environment and other people.

These values are demonstrated through the Anti-Bullying Policy in the following ways:

Integrity

- All adults will follow the policy to ensure that children are treated fairly and consistently, and that the system is transparent and understood by all involved.
- Adults will take children's concerns seriously and document any actions taken, ensuring everything is followed up.
- All our children are a valued part of our school community. The school offers support for both victims and perpetrators of bullying.

Passion

- Children will be encouraged and empowered to be passionate about challenging, remedying and preventing bullying.
- The focus is on forming positive relationships and the value of friendship and kindness.
- Diversity and difference are not only to be respected, but celebrated.

Aspiration

- Adults will expect all children to be kind to others in school and will model this at all times.
- Adults will support all children to be thoughtful and kind to others and will model this in their interactions with children and one another.
- Children will not just be encouraged not to engage in bullying and unkind behaviours, but to actively look for opportunities to care for others and have positive interactions.

Resilience

- Children will be encouraged and supported to keep trying to improve their relationships with others, even when this is challenging.
- Children will respond to incidents by sharing their concerns with adults and not retaliating, even when this is challenging.
- We will support children in developing the skills to be assertive and feel confident in themselves, so that they can bounce back when they have friendship difficulties.

Accountability

- All children are responsible for their own choices, and should be rewarded when these are positive, and given consequences when these are negative.
- Children will share their concerns about themselves or others with adults so that they can be resolved.
- All adults take responsibility for dealing with incidents or potential incidents of bullying and making the school a safe and secure place.

Respect

- All children in the school have the right to feel safe and cared for at school.
- Modelling respect from adults is important, both in their interactions with children and with each other.
- The school understands that bullying is an emotive, and often distressing topic and endeavours to support and work with all families respectfully.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

Definition of Bullying

For the purpose of this policy, bullying is defined as **persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.**

Bullying is generally characterised by:

- Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting:** Bullying is generally targeted at a specific individual or group.
- Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations

It is not unusual for children to fall out with friends or other children occasionally. Where this happens, the school will aim to support children's relationships, but such instances are not bullying.

Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyberbullying)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Child on Child Abuse: Children can abuse other children. This can include (but not limited to): abuse within relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Signs of Bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises

- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or other issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff, in order to determine the underlying issues and look to resolve them.

Prevention of Bullying

The school aims to reduce the possibility of bullying incidents happening at all, through use of the following strategies:

Positive relationships, caring, kindness and respect, and recognising and challenging bullying form part of the PSHE curriculum. Diversity, difference and respect for others is promoted and celebrated through various lessons. Whole school assemblies and class circle times will also revisit these messages.

Rewards are used to promote and encourage respect and kindness.

The school will run a Friendship & Anti Bullying Week annually, with a specific focus on positive relationships and tackling bullying.

Staff will model positive and respectful relationships with each other, children and parents.

Children who find making positive relationships more difficult may be given additional support by the pastoral team.

Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and clubs.

Seating arrangements in class will be organised in a way that prevents instances of bullying.

A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers.

Before a pupil joins the school, a buddy will be organised to help them integrate and make friends.

Reporting Instances of Bullying and Procedures Followed

Pupils can report concerns about bullying, involving themselves or others, to any member of staff in the school.

Parents are advised to report concerns about bullying to classteachers in the first instance, but can contact the leadership team if they feel issues are not being resolved. It would be useful for parents to book an appointment to do this, so that it can be discussed properly. If this continues to be the case, they can speak to the Headteacher.

Staff will complete '**First Report Form**' in the first instance, to assist with completing next steps.

If it is considered to be a one off or isolated incident, rather than an example of bullying, parents will be made aware, and it will be sanctioned based on the school's behaviour policy.

If it is considered a friendship issue, the children involved will meet together with an adult, who will support them in completing a '**Friendship Agreement**'. This will focus on what the children like about one another and how they can resolve their issues. They will come up with actions, supported by the adult and agree to them. In some cases, it might be decided the best agreement to make is to stay away from one

another, but we will still encourage children to respect one another, by reflecting on positive things about each other.

If there is a concern that there might be some bullying going on, and that the child is struggling to report it, or incidents are remaining unresolved, the '**Monitoring Procedure**' will be put into place. This will mean an adult will check in with the child daily across a four week period in order to see if anything has happened. It is recorded if there has been a problem, or if there hasn't. This is reviewed with the child once a week. Parents/Carers will be contacted after two weeks, and at the end of the four weeks, in order to discuss what the child has shared. If there are several incidents in the first two weeks, it may be necessary to escalate to resolution procedures. A Monitoring Procedure might also be used alongside Resolution, or afterwards to ensure that the situation is improving. One named adult will take responsibility for completing the procedure, and will ensure that someone else is aware in case of their absence.

If there is evidence of bullying, a '**Bullying Resolution Form**' will be completed. This stage must be done by a member of the Leadership Team, to emphasise how serious it is. This is first done with the victim, and they are encouraged to discuss with the adult what is going on, and how it is making them feel. They will also talk about what they think the sanctions could be, and if there is anything else that might help them.

Sanctions that are appropriate are the same as those detailed in the behaviour policy. It may also be appropriate for children to miss some break or lunchtimes for incidents of bullying.

The perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. Adults will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here - victims will never feel pressured into a face-to-face meeting with the bully. Where children do not feel confident, the adult will meet with the perpetrator separately and speak on behalf of the victim. The perpetrator is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour. They will be informed of the type of sanction to be used in this instance and future sanctions if the bullying continues. Parents and carers of all children will be informed.

The school believes in supporting **both** children when these incidents occur.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Key friends will be identified by the child to help give support
- Being given the opportunity to meet with and talk to the staff member of their choice
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Given reassurance and strategies to help
- Environmental changes may be made, if necessary, to the classroom and playground
- Being offered continued support by the school's pastoral team.

Pupils who have bullied are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what has happened
- Help to reflect why they have become involved
- The child will be reminded that they are responsible for their behaviour
- Being helped to understand what they did wrong and why they need to change their behaviour
- Other agencies (such as the police, EMHWS or Family Solutions) may be involved if incidents are serious.

It is, however, always made clear that bullying is not tolerated at Monkwick Junior School.

Copies of all the forms mentioned and used in school are found at the end of this policy.

Serious Incidents

If there are very serious incidents of bullying, these may become safeguarding concerns and these will be referred to and dealt with by the Designated Safeguarding Leaders.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offence. If a criminal offence has been committed, the school may choose to involve the police.

Incidents Outside of School

Pupils at the school must agree to represent the school in a positive manner. Expectations of children applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Complaints about bullying conducted by pupils outside of school, are taken seriously. Parents will be notified, and this can result in a consequence within school. The school may also refer these on to external agencies.

Key Roles & Responsibilities

The **Governing Body** evaluates and reviews this policy to ensure that it is non-discriminatory.

The **Headteacher** reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

The **Leadership Team** keep a record of all reported incidents, and make sure that this data is analysed at termly intervals, in order to identify any trends and put any necessary measures in place.

The **Leadership Team** support staff with incidents where necessary, and provide a point of contact where more serious incidents of bullying occur.

Class teachers and **Learning Support Staff** are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

The **Pastoral Team** supports children in developing more positive relationships with others, and gives emotional support to children who are concerned about bullying.

Midday Staff monitor vulnerable children at lunchtime and try to involve them in positive interactions with others.

It is the responsibility of **all staff** to be alert to possible bullying of pupils and to deal with incidents as they occur. **All staff** have a duty to report any instances of bullying once they have been approached by a pupil for support.

Parents and Carers need to share concerns with the school, starting with their child's class teacher.

Parents and Carers must encourage their children not to retaliate - this can make the situation worse. Instead, ensure your child is not afraid to ask for help and reassure them the school will take them seriously.

Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

Pupils are taught not to make counter-threats if they are victims of bullying, instead walking away from any dangerous situations and avoiding involving other pupils in incidents.

Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's behaviour policy.

First Report Form - Concern of a Possible Instance of Bullying	
Date	
Child's Name / Class	
Reported by	
Reported to	

Who is involved?	
What happened?	
Have there been any other incidents involving the same children?	
Who else may have seen it?	
Which of these are appropriate?	<ul style="list-style-type: none"> - Repetition: Incidents are not one-offs; they are frequent and happen over a period of time. - Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental. - Targeting: Bullying is generally targeted at a specific individual or group. - Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Conclusion	Next Step	Actioned
One off incident?	Ensure parents are aware and follow behaviour policy for sanction	
Friendship issue?	Complete Friendship Agreement, consider pastoral referral	
Possible bullying?	Start Monitoring Procedure	
Definite bullying?	Complete Bullying Resolution Form & Start Monitoring Procedure	

Advice can be sought when reaching a conclusion if adults are unsure.

Friendship Agreement	
Date	
Children Making the Agreement	
Mediated By:	

What do we like about each other?	
How do we feel when we are friends?	
What can make our friendships hard?	
What could help us stay friends?	

We agree to the following actions :
Signed By:

Review Dates:			
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Monitoring Procedure Form - Record of Potential Incidents of Bullying	
Date Started	
Child's Name / Class	
Monitoring by:	

The Monitoring Procedure lasts four weeks. If there is sufficient evidence that there is a problem before the end of the four weeks, use Bullying Resolution Form. The Monitoring Procedure can also be used alongside Resolution, or to follow up if the Resolution has improved the situation.

Week 1 (Complete Dates)	Incidents? (Including where none occur)
Day 1 -	
Day 2 -	
Day 3 -	
Day 4 -	
Day 5 -	
Review of the Week - Discuss with Child and record here:	

Week 2 (Complete Dates)	Incidents? (Including where none occur)
Day 1 -	
Day 2 -	
Day 3 -	
Day 4 -	
Day 5 -	
Review of the Week - Discuss with Child and record here:	
Contact & Discuss with Parent, Record here:	

Week 3 (Complete Dates)	Incidents? (Including where none occur)
Day 1 -	
Day 2 -	
Day 3 -	
Day 4 -	
Day 5 -	
Review of the Week - Discuss with Child and record here:	

Week 4 (Complete Dates)	Incidents? (Including where none occur)
Day 1 -	
Day 2 -	
Day 3 -	
Day 4 -	
Day 5 -	
Review of the Week - Discuss with Child and record here:	
Contact & Discuss with Parent, Record here:	

Any further action required?	
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Bullying Resolution Form	
Date	
Child's Name / Class	
Completed By:	

This form supports mediation and reconciliation. This could be done face to face with the children being supported in speaking themselves, or done face to face with the adults explaining how each child feels, or done separately with the adult explaining how each child feels. The victim will always be allowed to choose how they want to resolve the incident.

What is happening?	
What do you want the other person to know about it?	
What sanctions and consequences do you think would be appropriate?	
What else would you like to happen next?	
Who is there in school that could help look after you?	

Details of Meeting with Pupils	
Views on Outcomes (Indicate how each party feels)	Victim: Good - Satisfactory - Unresolved Perpetrator: Good - Satisfactory - Unresolved Parent/Carer: Good - Satisfactory - Unresolved School: Good - Satisfactory - Unresolved