



Anti-Bullying

Policy Name	Anti-Bullying Policy
For Review and Approval by	FGB
Date of Approval	May 2016
Review Period for this Policy	Annually
Date for Future Review	May 2017

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
11/5/17	The role of the Pupils Deletion of R Time to be replaced by class discussion sessions Prevention Deletion of use of the 'Worry boxes' for some of the older children



Montpelier Primary School Anti- Bullying Policy

Rationale

We believe that all members of our school community should feel safe from bullying and choose not to bully.

Montpelier Primary School recognises that bullying can seriously damage a person's self- worth and impact on their learning and development, affecting their confidence and ability to cope. It can lead to serious and prolonged damage for an individual. Bullying can also be harmful to the perpetrator and the witnesses and have significant impact on all stakeholders within the community.

Definition

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group socially, physically or emotionally'.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to having learning difficulties or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying - **Please see E-Safety Policy.**

Bullying can take the form of:

- Causing actual physical harm or any physical activity that makes a person feel threatened or intimidated.
- Verbal - any words designed to hurt or cause offence.
- Written, including graffiti and inappropriate text messaging.
- Interference with another person or their belongings.
- Incitement of others to engage in bullying or bullying behaviours.
- Psychological pressure such as social exclusion or spreading hurtful and untruthful rumours.
- Cyber bullying through sending offensive or degrading messages or images by phone or via the internet including through web-sites, Social Networking sites and Instant Messenger - **Please see E-Safety Policy.**

Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, making people be friends with you, not agreeing or falling out with your friends.

Bullying can take place:

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| • Between pupils. | • Between parents. |
| • Between pupils and staff. | • By individuals or groups. |
| • Between staff. | • Face to face or indirectly. |
| • Between staff and parents. | • Using a range of cyber bullying methods. |

Identification

A child may indicate by signs or behaviour that he or she is being bullied. Most signs would be detected by the parent. All adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to come to school (school phobic).
- Is frightened of walking to or from school / begs to be driven to school / changes their usual routine.
- Begins truanting.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Attempts or threatens suicide or runs away.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go "missing".
- Has dinner or other monies continually "lost" / asks for money or starts stealing money (to pay bully).
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Aims and objectives

Bullying is wrong and can damage individuals. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to bullying in our school.

The role of the Governing Body

At Montpelier, the Governing Body supports the Head Teacher in improving behaviour and reducing bullying. This policy makes it clear that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors any incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. They require the Head Teacher to keep accurate records of all serious incidents of bullying and to report to the Governing Body on request about the effectiveness of school anti-bullying strategies.

The Governing Body will respond within ten days to any request from a parent/carers to investigate incidents of bullying, where parents/carers do not feel they have been satisfactorily resolved by the school.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in Montpellier Primary School.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the Teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class.

If a Teacher witness an act of bullying, they do all they can to support the pupil who is being bullied. If a pupil is being bullied over a period of time, then, after consultation with a senior leader, they inform the pupil's parents/carers.

Unacceptable behaviour including incidents of bullying is logged on SIMs, our behaviour management system, for monitoring and tracking purposes.

If, as Teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the pupil who has carried out the bullying (in line with the school behaviour policy). We spend time talking to the pupil who has bullied: we explain why the action of the pupil was wrong, and we endeavour to help the pupil change their behaviour in future. If a pupil is repeatedly involved in bullying other pupils, we inform one of the senior leaders of the school. We then invite the pupil's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the special needs or inclusion co-ordinator may contact external support agencies such as the educational psychologist or behaviour support team.

Teachers attempt to support all pupils in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Pupils

Pupils **MUST** tell any adult in school if they are being bullied, are aware of any other pupils who are or are aware of any pupils who are bullying others. Strategies to deal with bullying are taught through the Personal, Social & Health Education schemes of work, during class discussion sessions and in assemblies.

Pupils are taught the abbreviation 'STOP'. Bullying is if someone does something unkind to you;

Several Times On Purpose

If someone does bully you, you must;

Start Telling Other People

The role of Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the Governing Body about the effectiveness of the policy on request. This Anti-Bullying Policy is their responsibility and they review its effectiveness annually. They do this by examining the school's Behaviour Log, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all pupils involved in bullying incidents to inform future policy.

Prevention

At Montpelier Primary School we seek to create a caring environment where respect is shown between all members of the school community in the following ways:

- Discuss, monitor and review our Anti-Bullying Policy on a regular basis.
- Raise awareness and provide appropriate training for all Staff and Governors to identify bullying and follow school policy and procedures on bullying.
- All adults should act as role models, actively demonstrating and encouraging positive relationships and behaviour.
- Staff must be ready to listen to children's concerns and prepared to label the act not the child.
- Engage pupils in developing anti-bullying practices and develop resilience such as having confidence in the 'STOP' message (Start Telling Other People).
- Ensure pupils are confident that all bullying concerns will be dealt with sensitively and effectively, abide by the Anti-Bullying Policy and are aware of the range of sanctions which may be applied against those engaging in bullying.
- Teachers use class discussion time to raise awareness of bullying and help pupils develop strategies to combat bullying type behaviour through the planned PSHE curriculum and the use of the SEAL programme. The use of the Creative Arts, visitors and current events can also develop understanding of feelings and enhance social and emotional skills.
- Use of praise and reward systems which encourage helpfulness and politeness towards peers and adults.
- Involve pupils in anti-bullying campaigns such as the annual Anti-Bullying week, E Safety Day and whole school assemblies.
- Ensure parents/ carers work with the school to uphold the Anti-Bullying Policy and know whom to contact if they are worried about bullying
- All parties signing the Home School Agreement.

Responding to bullying

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached. The following steps should be taken when dealing with alleged incidents of bullying:

- Listen carefully to the child and ascertain the facts.

Further discussions and counselling of a victim may be required even where bullying behaviour is perceived rather than proven.

- Investigate the incident as soon as possible. Identify the bully/bullies. Obtain witnesses if possible.

Discussions with the alleged bully / bullies should focus on the facts. They should be encouraged to tell the truth about the situation / incident. Make it clear that bullying is not acceptable at Montpelier.

All discussions with the children should address the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult should remain neutral and deliberately avoid direct closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from recurring

- Advise the class teacher/s of all the parties involved.
- Record the incident on SIMS.
- Parents of victims and bullies should be informed so that they will be in a position to help and support their children.
- An attempt should be made to help the bully/bullies change their behaviour. In certain circumstances sanctions may be necessary as detailed in the Behaviour Policy.
- The situation will continue to be monitored through phone calls home, observation at playtimes and lunchtimes and having discussions with the victim and bully to ensure no repetition.