



Anti-bullying Policy 2024-2027

Reviewed- Every 3 years	Curriculum & Attainment
Reviewed: Term 6 2024	

Monkton Park Anti-bullying Policy

What is bullying?

Monkton Park uses the Anti-Bullying Alliance definition of bullying.

Behaviour which is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be verbal, physical or psychological. It can happen **online** or **face to face**.

Please click here to see the Anti-Bullying Alliance definition of bullying

<https://youtu.be/XHPGU4EPLvc>.

Please click here to see the Anti-Bullying Alliance definition of 'imbalance of power'.

<https://youtu.be/68OvGJeulPc>

We have also developed a pupil friendly anti bullying policy

Who is this policy for?

This policy is for our whole school community and includes pupils, school staff and parents.

Is it bullying, disagreement, falling out, conflict or unkind behaviour?

Unfortunately children can do and say unkind things. It is part of developing relationships and learning about social interactions. Alongside parents, we want to support children to develop friendships and learn about how to be a good friend. When a child says that they are being bullied or they are feeling unhappy, it is important to find out if it is bullying, a disagreement, a falling out, conflict or unkind behaviour. All of this behaviour needs to be dealt with so we work with parents to make sure all the children at Monkton Park Primary School feel safe and valued. Our behaviour policy further supports the school's response.

Types of bullying

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Preventing bullying

At Monkton Park we aim to promote a kind, caring and respectful community ethos. This can't be achieved in isolation or as one off events and we want all of our pupils to feel safe, learn and enjoy coming to school. To achieve this we put in place a range of proactive measures so that differences are celebrated, inclusivity is promoted and so that all children understand that bullying should never happen. To achieve this we:

- Ensure that there is a regular focus on bullying so that staff, children, parents, and staff understand what it is and the action they can take to stop it (e.g., curriculum content, parent and carer signposting, staff training, Anti-Bullying Week (Anti-Bullying Alliance) and Safer Internet Day (UK Safer Internet Centre))
- Use an annual survey to build an understanding of how children feel about school life, how they feel about relationships in school and how they feel about their wellbeing.
- Use an annual survey with parents to understand how our whole school community feel about bullying in school so that successful initiatives can be continued and that continual improvements to the school's approach can be made.
- Ensure that children understand who to tell if they are worried about bullying through regular discussions, lessons and assemblies
- Have a 'calm' playground area which children can come to if they would like a quieter space or would like someone to talk to.
- Through our PHSE scheme (Jigsaw) and assemblies equip children with the skills to resolve conflict with others in a calm and respectful way.
- Have zero tolerance for offensive language or comments and if that language is used, always ensure children understand why it is not acceptable.
- Have a shared understanding of the signs and symptoms that indicate someone may be experiencing bullying.
- Provide opportunities to extend friendship groups are provided through participation in special events e.g. sporting activities and clubs.
- Teach children about online bullying and provide resources for parents so that support can also be offered at home.
- Use a buddy system for new starters in YR so that our youngest children have an older child to help them when they first start.

- Teach children to recognise their own emotions and how they can self-regulate.
- Use cultural sharing events to develop understanding of cultural diversity in our school community and beyond.
- Celebrate the differences in ALL students, staff and families.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Unwillingness to attend school
- 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
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- 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 mental health issues, so are still worth investigating.

Reporting and responding to allegations of bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

How should pupils and parents report concerns around bullying?

We aim to make it as easy as possible for parents and pupils to report concerns around bullying. Pupils are encouraged to report bullying to:

- A trusted adult
- Class teacher/TA
- Our family link worker

We know that sometimes children will feel more comfortable telling a family member if they feel they might be being bullied. In this case parents should report any concerns about bullying to their child's class teacher. Appointments can be arranged by speaking to the teacher at the door or by sending an email to admin@monktonpark.wilts.sch.uk. If a parent feels uncomfortable to speak to the class teacher they are able to arrange an appointment with the Headteacher or family link worker using the same email address.

How will we respond to concerns of bullying?

Recording concerns	Class teacher to provide assurances to the child that their concerns have been listened to and that action will be taken. The concern is recorded on CPOMS by the class teacher or member of staff as appropriate.
Take actions to stop	If bullying has taken place, consider who else has been involved and what roles they have taken. Where it is not bullying, actions are still taken to resolve the concern. The most effective ways of preventing reoccurrence, further support and appropriate consequences/sanctions are identified. Parents will always be informed of any actions.
Monitoring	Where bullying has been identified a period of monitoring will be put in place to help ensure that there is no reoccurrence or to identify when further actions are required.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face to face contact and online.