



ANTI-BULLYING POLICY

**Formally adopted at a meeting of the Board of Governors on
13th September 2017 for review September 2018**

WYKE PRIMARY SCHOOL **ANTI-BULLYING POLICY**

(adapted from Dorset County Council's Anti-Bullying Strategy and Policy)

At Wyke we aim to provide a respectful environment free from bullying behaviour. We are committed to creating a caring, friendly and safe place for everyone so that we can learn in a secure atmosphere. Bullying of any kind is not acceptable at Wyke. If bullying does occur, we set out to identify and support both victim and perpetrator and to deal with incidents promptly and effectively. We are a "TELLING" school. This means that *anyone* who knows that bullying is happening should tell someone who can help.

1. Objectives of this policy

Wyke Primary School anti-bullying policy outlines what Wyke will do to prevent and tackle bullying.

1.1 Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, that pupils feel safe to learn, and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilizes support from DCC and other relevant organisations when appropriate. ¹

2. Definition of bullying

2.1 Bullying is a subjective experience and can take many forms. Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a **continuing** harmful effect on the victim.

Bullying is not the same as the occasional falling out, or argument between friends.

2.2 Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures etc)
- Physical: pushing, kicking, hitting, punching, pinching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of the internet such as email, chat rooms, social networking sites, mobile threats by text messaging and calls, misuse of associated technology, e.g. camera, video etc.

2.3 By its very nature, bullying can be underhand and carried out when no-one is looking.

¹ Adapted from Bullying – A Charter for Action, DCSF

3. Signs and Behaviours

Children who are being bullied may not always have the confidence or feel able to tell someone. It is important therefore that all those involved with the children both at school and at home, should be aware of possible signs or behaviour of bullying. These signs or behaviour **may** result in a child:

- Being unwilling to go to school
- Becoming withdrawn, anxious or lacking in confidence
- Starting to stammer
- Crying themselves to sleep at night or having nightmares
- Feeling ill in the morning
- Beginning to do poorly in school work
- Having possessions which are damaged or which 'go missing'
- Asking for money or starting to steal (to pay bully)
- Having unexplained cuts or bruises
- Becoming aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stopping eating
- Being reluctant to talk about what is wrong.

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

4. Why is it important to respond to bullying?

At Wyke we believe that bullying hurts. No-one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Those who are bullying others need help and support in order to learn different ways of behaving.

Schools have a responsibility to respond promptly, effectively and sensitively to issues of bullying.

5. Roles and responsibilities in responding to bullying (see Appendix 1)

5.1 All governors, teachers and other school staff should:

- Have an understanding of what bullying is
- Know what the school policy is on bullying
- Understand that bullying of a child by an adult is unacceptable and will not be tolerated at Wyke
- Know what to do if they suspect a child is being bullied or if a child tells them they are being bullied
- Take incidents of bullying seriously and investigate thoroughly so that everyone sees that bullying behaviour will not be tolerated at Wyke.

5.2 Staff must also:

- Regularly use PSHCE lessons and/or Circle Time to explore issues related to bullying, including raising awareness of bullying behavior, what causes children to bully, the effects of bullying behaviour, what the school would be like if bullying was acceptable, what we can do to stop bullying
- Teach children to be verbally assertive to resolve conflict constructively

- Encourage children to tell someone – a friend, a teacher, a member of staff, a parent – if they are being bullied or made unhappy
- Use drama and role play to explore and help prevent bullying behaviour
- Ensure there is a system in every classroom for children to talk to an adult discreetly
- Ensure no child is 'labelled' by an adult as being badly behaved and send clear messages to children that their 'labelling' of another child is unacceptable.

6. Involvement of pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying
- Ensure pupils know how to express their worries and anxieties about bullying
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaged in bullying
- Involve pupils in anti-bullying campaigns in school
- Publicise details of helplines and websites
- Offer support to pupils who have been bullied
- Work with pupils who have been bullying in order to address the problems they have.

7. Liaison with parents and carers

Parents and carers have an important part to play in our Anti-Bullying Policy. The school aims to work in partnership with our parents and families with all aspects of the children's behaviour and, since parents are often the first to notice changes in their child's behaviour, we rely on parents informing us of any concerns they have about their child. School staff will then have an opportunity to investigate any concerns and monitor the child's behaviour.

We will also:

- Ensure that parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8. Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Behaviour Policy
- Code of Conduct (Staff) Policy
- Curriculum Policy
- Recording of racist incidents
- Safeguarding of Children
- Whistleblowing Policy.

9. Monitoring and review, policy into practice

We will review this policy every year as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

10. Responsibilities

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken both to prevent and respond to bullying.

It is the responsibility of the School Governors to take a lead role in monitoring and reviewing this policy, the Governors, the Headteacher, Leadership Team and all staff to be aware of this policy and to implement it accordingly, the Headteacher to communicate the policy to the school community and the pupils to abide by the policy.

HELP ORGANISATIONS:

*DfE “Preventing and tackling bullying”

<http://media.education.gov.uk/assets/files/pdf/p/preventing%20and%20tackling%20bullying%202012.pdf>

**Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

National Bullying Helpline – www.nationalbullyinghelpline.co.uk 0845 22 55 787

Childline – www.childline.org.uk - Helpline 0800 1111 (for children experiencing bullying)

NSPCC – www.nspcc.org.uk

Kidscape – www.kidscape.org.uk - Helpline 08451 205 204 (for parents of bullied children)

CyberMentors – www.cybermentors.org.uk

Advisory Centre for Education– www.ace-ed.org.uk - Helpline 0808 800 5793

This policy is reviewed annually.

Date for review: Summer 2018

Appendix 1

Procedure for dealing with incidents of bullying:

- Talk to the child who is the victim in the incident
- Encourage the child to describe what has happened or what has been happening in order to get as many details as possible
- Reassure them that they have done the right thing by telling someone (victims of bullying often feel powerless and vulnerable to the extent that they can often feel that they deserve to be bullied)
- Talk to the alleged bully and ascertain their understanding and explanation of the incident/s
- If the alleged bully admits the behaviour s/he should be helped to recognize that his/her behaviour is unacceptable and an expectation established that the behaviour should stop. There should also be a consequence for the behaviour. The bully must also be aware that, if as a consequence of the victim telling someone the bully continues with their inappropriate behaviour, then the consequences will be more severe
- The consequences might include:
 - Time in the 'Time Out' room
 - A written apology
 - Behaviour chart
 - Withholding of a school activity
 - Fixed term exclusion

The consequence will depend on the severity of the bullying.

- On occasions it may be appropriate for both the victim and the bully/bullies to come together to discuss their feelings and the reasons why the situation has developed. If this is possible the bullying may be resolved amicably.
- The parents of both parties should be contacted and informed of the situation and the action taken. This may take the form of separate meetings with the member of staff dealing with the incident/s.
- Any incidents of bullying should be recorded in the appropriate class log. Copies of the letters to the families should be kept in the Behaviour File in the Headteacher's room, along with the relevant form. Time in the 'Time Out' room will be logged in the 'Time Out' record book.
- Staff should regularly check with the victim to see if the behaviour has stopped.
- In the event of a child identifying a member of staff as the bully, the Wyke Complaints Procedure and Whistleblowing Policy should be followed.

Strategies for dealing with bullying:

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell a teacher or a friend what has happened
- Tell your family
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened
- Don't suffer in silence

Advice for children who observe bullying:

- Don't allow someone to be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the victim to join in or play with you and your friends
- Tell the bully to stop what they are doing
- Show the bully that you don't like what they are doing
- Never support a bully or be tempted by a bully to do what he or she is doing.