



## WYKE REGIS PRIMARY FEDERATION

### ANTI-BULLYING POLICY

#### Article 19 The Convention on the Rights of the Child

*'Children have the right to be protected from being hurt and mistreated physically or mentally.'*

#### Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not usually a one-off event, but a systematic means of hurting someone.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation or special needs. It might be motivated by actual differences between children, or perceived differences. Whatever the motive, any form of bullying is unacceptable within our federation community and must be dealt with in a consistent and effective manner.

The federation has the statutory power to discipline pupils for poor behaviour which occurs outside the school premises. When observed or reported, it will be dealt with in the same way as if it happened within school. Where it is felt appropriate, the Head of Federation will contact the police and report any criminal actions.

The federation is also very aware of cyber bullying. When cyber bullying is reported to school staff, it will be dealt with in the same way as other forms of bullying. The federation provides all children and all parents/carers with the opportunity to participate in e.safety talks from the Dorset Police Internet Safety Officer on a bi-annual basis to increase awareness and to promote safety.

#### Aims and Objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a federation ethos in which bullying is regarded as unacceptable.
- We aim, as a federation, to provide a safe and secure environment where all can learn and develop without anxiety.
- Our policy aims to produce a consistent federation response to any bullying incidents that may occur.
- We aim to make all those connected with the federation aware of our opposition to bullying, and we make clear each persons' responsibility with regard to the eradication of bullying in our federation.
- We ensure that each member of the federation is reminded of the federation's anti-bullying policy and procedures at the start of each academic year. Bullying topics are covered through the federation's PSHE curriculum, particularly through involvement in the 'Rainbow/SEAL' materials adopted by the federation. Key Stage 2 children participate in an 'anti-bullying week' during each Autumn Term. This enables staff to remind children of the nature of bullying and how to deal with it – by TELLING someone you trust!

#### The Federation's Anti-Bullying Strategy

With our youngest children (EYFS and KS1), it is the policy to use the 'No Blame Approach' when responding to cases of bullying. They discuss bullying within their 'Rainbow' sessions.

#### The No Blame Approach

When bullying has been observed or reported then the following steps will be taken:

#### Step one – interview with the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings. The teacher does not question him/her about the incidents but she does need to know who is involved.

### **Step two – convene a meeting with the people involved**

The teacher arranges to meet with the group who has been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

### **Step three – explain the problem**

The teacher tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise his/her distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

### **Step four – share responsibility**

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

### **Step five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

### **Step six – leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet them again to see how things are going.

### **Step seven – meet them again**

About a week later the teacher discusses with each student, including the victim, how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

The Assistant Head must be informed of all incidents of bullying and will maintain a record of incidents. Parents/carers will be informed of the action taken and of the outcome.

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In the junior school, staff should follow the procedure as set out below when dealing with accusations of bullying:

- It is vitally important that any victim of bullying is reassured that they have done the right thing in telling an adult. There may be a need to also reassure them that they are not responsible for the bullying happening to them.
- It is important to listen carefully to the child's story and record the main points. It may be necessary to ask questions of a child, but these need to be carefully chosen (this is not an interrogation).
- Staff should fully investigate any allegations. All bullying allegations must be reported to the Head of School.
- Children accused of bullying should be interviewed and a record kept of any comments made by them. Other children or adults may need to be interviewed as part of the investigation – their observations should also be recorded.
- If proven, it may be appropriate for the victim to meet, under the supervision of a staff member, with the perpetrator(s) to explain how the bullying is affecting them. This is intended to help the perpetrator(s) to empathise with the victim. **However, this must be done with the full agreement of the victim.**
- If proven, depending on the nature and severity of the bullying, the head of school investigating the allegation may wish to choose one or a combination of the following outcomes: an apology, a

reprimand, a warning about future conduct, a loss of privileges (e.g. detention) or, with referral to the Head of Federation, exclusion from school. Incidents and outcomes must be recorded in the 'behaviour book.'

- Parents/carers of the victim and the perpetrator(s) must be informed of the incident(s) and the outcome of the investigation.
- The head of school will meet with the victim of bullying and the perpetrators within a week of the investigation to discuss developments. He/she may choose to continue these contacts for a longer period of time.

### **'Keep an eye on' and Bullying Procedures**

In the event of a parent or a member of staff reporting an instance of suspected bullying the head of school will investigate. If a case of bullying is confirmed the 'No Blame Approach' will be initiated and the parents of the children involved will be informed.

Staff, including lunchtime supervisors, are kept informed through a 'Keep an eye on' form which asks them to observe and check with the 'bullied' and the 'bully' during playtime/lunchtime, asking if they are all right.

### **The Role of the Governing Body**

- The governing body supports the Head of Federation in all attempts to eliminate bullying from our federation. This policy statement makes it very clear that the governing body does not allow bullying to take place in our federation, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the federation policy regularly. The governing body requires the Head of Federation to keep accurate records of all incidents of bullying and to regularly report to the Discipline Committee about the effectiveness of the federation anti-bullying strategies.
- The governing body will respond within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases, the governing body notifies the Head of Federation and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

### **The Roles of the Head of Federation/Head of School**

- It is the responsibility of the Head of Federation to implement the federation's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the federation policy and know how to deal with incidents of bullying. The Head of Federation regularly reports to the governors about the effectiveness of the anti-bullying policy.
- The Head of Federation ensures that all the children know that bullying is wrong and that it is unacceptable behaviour in this federation. The Head of Federation draws the attention of children to this at suitable moments.
- The Head of Federation ensures that all staff receive sufficient training to be equipped to deal appropriately with any incidents of bullying.
- The Head of Federation sets the federation climate of mutual support and respect, so making bullying less likely. When children feel they are important and belong to friendly and welcoming schools, bullying is far less likely to be part of their behaviour. Care and respect for one another is enshrined within our federation and class charters.
- The Heads of School maintain records all incidents of bullying. They also ensure that parents/carers are informed of incidents of bullying by or against their child.

### **The Role of the Teacher and Other Staff**

- Staff in our federation take all forms of bullying very seriously and intervene to prevent incidents from taking place. Teachers keep their own records of incidents that happen involving their class members.
- When considered necessary, staff attend training which enables them to deal appropriately with incidents of bullying within federation guidelines.
- Teachers and TA's support all children within their classes by establishing 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.

- At the beginning of each academic year, all classes agree their own class charter based upon rights, responsibilities and respect to encourage good learning attitudes and a positive and caring attitude to one another.

### **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 bullying another child, should contact their child's class teacher immediately.
- Parents/carers have a responsibility to support the federation's anti-bullying policy and to actively encourage their child to be a caring and positive member of the federation.

### **Monitoring and Review**

- This policy is monitored on a day-to-day basis by the Heads of School, who report to the Head of Federation about the effectiveness of this policy. The Head of Federation in turn reports to the governors.
- The Anti-Bullying Policy is the governors' responsibility and they review it on a bi-annual basis. The People will analyse information with regard to gender, age, disability and ethnic background of all children involved in incidents of bullying.
- The federation carries out a bi-annual investigation into bullying issues through questionnaires and discussions with stakeholders.

Other policies:

Child Protection  
Positive Behaviour  
Inclusion (SEND)  
Lunchtime Supervision  
Use of Reasonable Force Guidance (DfE)

To be reviewed annually during anti-bullying week.