

# Wheatfield Primary School

*'Growing and Learning Together'*

## Anti-Bullying Policy

(Statutory Policy Document)

Issue No 2

March 2016



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# Anti-Bullying Policy

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## CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	October 2014	Original policy document.	L Haydon
2	March 2016	Policy reviewed. Minor changes required.	C Dursley

## SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy were originally drawn up in consultation with parents, governors and staff.

This policy will be reviewed every three years. This is to be recorded in the minutes of the FGB Committee.

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## MAIN DOCUMENT

### 1 WHAT IS BULLYING

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated, often over a period of time
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

- Physical: Hitting, kicking, and taking belongings.
- Verbal: Name calling, teasing, insulting, and racist remarks.
- Indirect: Spreading nasty stories about someone, exclusion from social groups, sending malicious e-mails or text messages on mobile phones.
- Extortion: Demand for money or favours.

REMEMBER – One of the defining features of bullying is its persistence – **it involves misery making over a period of time.**

Not all acts of aggression are bullying, or all incidences of name calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

### 2 WHO ARE THE BULLIES – WHO BULLIES WHOM?

Both girls and boys bully others. Usually, boys are bullied by boys, but girls are bullied by girls and boys. The most common perpetrators are individual boys or groups of several boys. Children who bully others can come from any kind of family, regardless of social class or cultural background.

Usually one pupil starts bullying a victim. There are often other pupils present. These may:

- Help the bully by joining in.
- Help the bully by watching, laughing and shouting encouragement.
- Remain resolutely uninvolved.
- Help the victim directly, tell the bullies to stop, or fetch a teacher.

Any child can be bullied, and although **none** of these characteristics can excuse it, certain factors can make bullying more likely:

- Lacking close friends in school.
- Being shy.
- An over-protective family environment.
- Being from a different ethnic or racist group to the majority.
- Being different in some obvious respect – such as stammering.
- Having Special Educational Needs or a disability.
- Behaving inappropriately, intruding or being a 'nuisance'.
- Possessing expensive accessories such as mobile phones or computer games.

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Many incidences of bullying are never reported. At Wheatfield, we aim to create a 'telling' school where pupils are encouraged to share their worries and concerns, and to report any unwanted incidences, rather than keep quiet about them. Our partnership with parents also encourages communication about incidences or events which have not been reported in school time but have been mentioned at home.

## 3 STRATEGIES USED AT WHEATFIELD PRIMARY SCHOOL

Bullying will be discussed as part of the curriculum. Through carefully chosen resources, and the use of circle time, children will investigate

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies, and on bystanders?
- What can we do to stop bullying?

Teachers will use general strategies to deal with the problem. The 5 key points recommended by the DFE are:

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth.
- Adopt a problem solving approach which moves pupils on from justifying themselves.
- Follow up repeatedly, checking bullying has not resumed.

Parents will be informed, and involved as appropriate, and will be kept up to date about progress made.

## 4 THE PROBLEM SOLVING APPROACH

This encompasses a range of approaches which can be drawn upon and adapted to fit the circumstances of particular incidents.

- CO-OPERATIVE GROUP WORK involves children working together on shared tasks involving co-operation and individual accountability.
- CIRCLE TIME is where time is set aside each week for teacher and pupils to focus on their own feelings and feelings of others, listen to one another and tolerate others' views, learn to take turns, and to discuss difficult issues using a problem solving approach.
- CIRCLES OF FRIENDS, where groups of children work together to change any negative behaviour of an individual, and raise self-esteem through support and understanding.
- THE SUPPORT GROUP APPROACH. A support group is formed for the bullied pupil made up of those involved in the bullying and bystanders. Responsibility for change lies with the participants in the bullying.
- MEDIATION BY ADULTS has a focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The aim is to establish ground rules which will enable pupils to co-exist at school.
- MEDIATION BY PEERS gives a structured approach to help children resolve their dispute. The aim is to enable the victim and bully to identify problems, diffusing tension between peers, which ensures that all involved come away with a sense that the outcome is fair to both sides.

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## 5 WHEN TOUGHER MEASURES ARE NEEDED

Where pupils do not respond to preventive strategies to combat bullying, the Head Teacher will take tougher action to deal with persistent and violent bullying. Our BEHAVIOUR POLICY refers to sanctions which will be taken, but these may include:

- Removal from the group (in class).
- Withdrawal of break and lunchtime privileges.
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum.
- Fixed period exclusion.

Where serious incidents are involved, the Head Teacher can permanently exclude a pupil.

## 6 FURTHER GUIDELINES

- As a general rule parents of children involved should be included at the earliest opportunity, so that their support can be encouraged. It is, however, recognised that in some circumstances it may not be appropriate for this action to be taken.
- All staff, especially LBS's should be asked to monitor those children involved to ensure there is not a reoccurrence of the bullying.
- Monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully e.g. Help in developing friendships, assertiveness skills, or self-esteem.
- A record of those involved and the action taken must be recorded in the Incident Log kept in the Deputy Head Teacher's office.
- An Accident/Incident Violence Report form must also be completed, where as a result of an incident of bullying a significant 'injury' has been sustained. This should be sent by RM Securenet to South Gloucestershire's Health and Safety Department with any supporting documentation. Parents must be informed that this has happened.
- The Governors Curriculum and Achievement Committee will review all relevant documentation (anonymised) connected with incidents of bullying. This will include the Accident/Incident Violence Report form and the incident log record.