

The Learning Partnership



Wheelock Primary School

Bullying Prevention Policy

Reviewed: September 2025

To be reviewed: September 2027

PRINCIPLES

At Wheelock Primary School, we are committed to ensuring that children, parents, and staff clearly understand what bullying is and how it differs from other types of behaviour. It is important to recognise the difference between children falling out, children occasionally hurting one another, and bullying, which involves repeated, intentional behaviour intended to cause harm or distress. By understanding these differences, we can respond appropriately and support all children effectively.

We take bullying very seriously and always take firm action against it. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. This school believes that:

- Bullying is unacceptable.
- Solutions can be found and seeking help is a sign of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has a right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

OBJECTIVES OF THE POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure all incidents are recorded and appropriate use is made of the information.

AIMS OF THE POLICY

The aim of this policy is to work together to ensure that school is a safe place for children and adults to be. We aim to:

- provide a safe, secure, caring environment in which all pupils can learn without anxiety.
- promote good behaviour where everyone is treated with respect.
- deal effectively with all forms of bullying.
- provide support for pupils who are being bullied.
- provide direction and guidance for children who demonstrate bullying behaviour.
- produce a consistent school response to any bullying incidents which may occur.
- ensure all members of the school community feel responsible for managing bullying behaviours.

WHAT IS BULLYING?

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

(Preventing & Tackling Bullying DFE 2011)

We recognise bullying in many forms, as a manifestation of deliberate physical, verbal, or psychological violence, conducted by an individual or group and directed against an individual or

group, defenseless in the actual situation. An incident should be seen as bullying when a person is regularly made to feel victimised, vulnerable, unsafe, or unhappy.

These actions must be persistent or repeated to be considered bullying as opposed to unacceptable behaviour.

Bullies rely on power or domination, often with group support – the only way to countermand this is to **tell someone**. We do everything we can to ensure children are not a by-stander to bullying, but report incidents as soon as they can.

Adults need to recognise the difference between bullying and bossiness or boisterous behaviour.

THE EFFECTS OF BULLYING

Pupils who are being bullied may show changes in behaviour, such as

- Avoiding school
- Becoming shy, nervous, anxious, moody, or withdrawn
- Change in work patterns
- Has damaged or missing possessions.
- Has difficulty sleeping
- Appears unhappy but is reluctant to explain why.
- Lacking concentration
- Shows aggression.

STRATEGIES FOR DEVELOPING AN ANTI-BULLYING ETHOS

We try to prevent bullying at Wheelock by providing a varied curriculum which regularly uses activities that teach children strategies to use to prevent or deal with bullying behaviours. Furthermore, specific lessons are taught within the PHSE curriculum strands including the My Happy Mind, Jigsaw and No Outsiders programs of learning from EYFS to year 6. Wheelock actively seeks to take part in cross-trust and national event linked to anti-bullying.

CO-OPERATIVE WORK

Children work together on shared tasks involving co-operation and individual accountability. This may take the form of trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play or simulations. We use a system of talking partners through the school so that everyone has the opportunity to work with a range of people.

ARTICLE 12 SQUAD (SCHOOL COUNCIL) AND MENTAL HEALTH CHAMPIONS

Nominated children from each class meet regularly to discuss ways to enhance the school ethos; some of that work will be the reinforcement that bullying is unacceptable. This is done in the form of competitions, awards, posters, class activities etc. Mental Health Champions have been nominated from across the school. These children support the staff Mental Health team to develop positive relationships within and across the year groups.

SAFEGUARDING AND LEARNING MENTOR

The Safeguarding and Learning Mentor provides additional support to any child who feels the behaviour of others is affecting their learning, is a victim or a perpetrator of bullying. Teachers will arrange this support directly as needed and objectives will be specific to the child or group being supported.

THE EARLY YEARS SETTING

In the Early Years setting we emphasise the importance of the emotional environment where adults work in a supportive and encouraging way to model positive social and emotional behavioural skills.

WHOLE SCHOOL PROCEDURE TO ADDRESS ALLEGATIONS OF BULLYING

Children are told that they must never suffer in silence. They should report any incidents of bullying to a member of staff, ensuring that the class teacher is aware of any issues. All instances of bullying will be given serious consideration including completion of a Stage 1 Bullying Form to ascertain whether the incidents are bullying. If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend.
- Tell a teacher or adult in school whom you feel you can trust.
- Write your concern and post it in the 'worry box.'
- Discuss it as part of circle time.
- Tell a parent or adult at home whom you feel you can trust.
- Contact CHILDLINE (posters are displayed around school and information is in children's planners for KS2)

When dealing with alleged bullying we aim to:

- a] Complete the Stage 1 bullying form (Appendix 1) to ascertain the most appropriate response.
- b) Where bullying is identified, stop the bullying behaviour immediately.
- c] Re-educate pupil's attitudes and behaviour for the future.
- d] Where possible, reconcile the pupils involved.

Where bullying has been identified, the child who shows ***repeated bullying behaviour*** will also be reminded of the possible consequences and sanctions:

- withdrawal of privileges e.g., visits
- team or club membership.
- suspensions/exclusion

All bullying incidents will be recorded in the child's behaviour log on CPOMs – both the victim and the perpetrator. Parents of both children involved in the bullying will be fully informed of the incident(s), actions and outcomes and check-ups will be carried out by staff afterwards to ensure that the situation is fully resolved.

Where necessary the school will involve outside agencies.

THE ROLE OF THE GOVERNORS

The governors support the Principal in all attempts to eliminate bullying from our school.

Any incidents that occur are taken seriously and dealt with appropriately.

The governors are responsible for monitoring the incidents of bullying that occur and for reviewing the effectiveness of the school policy.

The governors will respond to any request from a parent to investigate incidents of bullying by asking the Principal to conduct an investigation into the case and report back to the board.

THE ROLE OF THE PRINCIPAL

It is the responsibility of the Principal to implement the school anti-bullying strategies and to ensure all staff are aware of the school policy and know how to deal with incidents of bullying.

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

THE ROLE OF STAFF

The Principal and staff set the school climate of positive behaviour management, respect for self and others, co-operation, and tolerance. It is the responsibility of all members of staff to actively promote this ethos. When children feel they are important, valued and belong to a friendly, welcoming school, bullying is far less likely to be part of their behaviour. All staff have access to the CPOMs system for children within their immediate care, where they record instances of bullying behaviour and alert other members of staff. In addition, during weekly staff meetings, health and safety is discussed which would be used to highlight any arising issues to other members of the staff team.

THE ROLE OF PARENTS/ CARERS

Parents who are concerned that their child might be bullied, or who suspects that their child is a perpetrator of bullying, should contact their child's class teacher immediately. Parents may be requested by the class teacher to outline the allegation in writing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to make a positive contribution to school life.

BULLYING OUTSIDE THE SCHOOL PREMISES

Teachers have the power to give consequences to pupils for unacceptable behaviour outside the school premises "to such an extent as is reasonable." This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town or village centre or through online systems. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the unacceptable behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of unreasonable behaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Appendix 1

Anti-bullying procedure

Definition of bullying

Adult definition – to be used for identification and analysis

Is it bullying or just a fall out?

The Learning Partnership use the following definition to define and analyse bullying. There are three agreed defining features of bullying:

- the person being bullied is targeted by an individual or group on a regular basis.
- there is intention to harm or humiliate.
- there is a power imbalance, the person who is being bullied is fearful of those targeting him or her.

When all of the above are happening, it is highly likely that this is a bullying situation.

Pupil definition

STOP- Several Times on Purpose

With the children we use STOP to help them to understand the difference between falling out and bullying: -

When an adult child or parent is worried that bullying could be occurring, they follow the following procedure.

- 1- Record the concern fully on cpoms.
- 2- Collect all of the information for the person who feel that they are being bullied.
- 3- Collect all of the viewpoints of the people who are suspected of bullying.
- 4- Refer back to the adult definition of bullying.

Stage 1: An incident of suggested bullying

Name of person who feels bullied?

Who reported incident?

Date of incident/incidents?

What happened from the voice of the child/adult?

How many times has this happened?

When was the last time it occurred?

How long has it gone on?

Name of children involved?

Stage 2: Investigation to capture the voice of all children involved:

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Stage 3: decide if it is bullying.

On the basis of the information above the situation is considered to be

- A conflict or fight
- Hurt feelings due to a misunderstanding.
- A single case of deliberate intent to upset.
- Continuous bullying

Stage 4: Actions to be taken.

- 1.
- 2.
- 3.
- 4.

Stage 5: Review after 1 week and then again after a period of time.

Voice of child who was bullied.

Has it stopped?

If not, what actions are taking place?