Wyburns Primary School

Anti-Bullying Policy

Wyburns School is a Rights Respecting School.

Our policies and practice are underpinned by the United Convention on the Rights of the Child.

Article 29 (goals of education) · Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Reviewed and adapted: September 2025

Reviewed: September 2026

Next Review: September 2027

BULLYING

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' DfE July 2017

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

The mnemonic below is displayed across the school to help pupils understand the term bullying and to help children remember all of the adults that they should go to in order to 'tell'.

S several	S start
T times	T telling
O on	O other
P purpose	P people

"One off" incidents are not acceptable but they are not bullying.

Types of Bullying

- Emotional – being unfriendly, excluding, tormenting;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical attention, sexual remarks, sexual gestures, sexual comments, inappropriate touching;
- Homophobic - because of, or focussing on the issue of sexuality;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Cyber – any bullying that takes place on line, including by social media, texting, or the internet;

Our Philosophy

At Wyburns we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to TELL and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Equally, we endeavour to be alert to signs of bullying and harassment and will deal firmly with all such behaviour and take actions based on clear rules which are backed by appropriate sanctions and systems to support victims. Bullying is reported to the Local School Board.

Strategies for Preventing Bullying

We aim to create a 'telling school' by:

- Raising awareness of the different forms of bullying, including cyber-bullying and prejudice-based bullying through the curriculum, Circle Times, workshops and assemblies.
- Raising awareness of the impact of bullying
- Raising awareness of the school consequences for bullying behaviours
- Making it clear to children that adults will listen.
- Developing opportunities for children to tell and procedures to keep children safe.
- Encouraging adults to be alert to bullying and to report all incidents to SLT for investigation.
- Staff awareness through induction and staff training.
- Promoting friendship and appropriate positive behaviour in-line with values
- Adequate supervision, and play strategies, at lunch and break times.
- Involving parents

Dealing with an incident – using the No Blame Approach/Restorative Justice

This approach aims to develop a sense of empathy and responsibility that in turn leads to an increase in positive behaviours and a reduction in bullying and other socially unacceptable behaviours.

- Step 1. Support Group Intervention

Meet with the targeted pupil. The facilitator will talk to the targeted pupil about their feelings and how they have been affected by the behaviour of others. Explain to the pupil what will happen next. Re-assure them and set up a procedure for checking in.

- Step 2. Victim and perpetrator meet.

The facilitator arranges to meets with a group of pupils including all pupils who have been directly involved as well as some bystanders and either friends of the target or good role models.

- Step 3. Voice the problem.

The facilitator tells the group about the way the target is feeling and emphasises their distress.

- Step 4. Develop shared responsibility.

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the targeted pupils feel happy and safe.

- Step 5. Take ownership of restorative actions.

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The suggestions are noted to be referred to later to see if they have an impact.

- Step 6. Assign responsibility.

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. They arrange a 'catch up' meeting with the group in a few days to see how things are going.

- Step 7. Monitor and Review.

The facilitator will continue to monitor to ensure that the bullying has stopped.

Conclusion: Through the implementation of this policy we hope to create a telling school and reduce the incidence of bullying, thus creating a real sense of community. If our pupils learn to respect each other they will not become bullies.