

# WEATHERFIELD ACADEMY

To become the best person you can be.



## Anti-Bullying Policy

N Drury and S Pearce

February 2021

To be reviewed: February 2022

## Anti-Bullying Policy

### Rationale

The staff of Weatherfield Academy aim to develop our students' tolerance, concern and respect for the individual needs of others. Bullying opposes both this aim and also the right of all students to feel safe within the school environment.

Bullying is an attack, either physical or psychological, on another person which occurs more than once. It may include any form of physical aggression, extortion, name calling, cyber bullying, homophobic bullying or intimidation of any kind. Bullying will not be tolerated in the academy and will be addressed by staff in the following ways:

- in the general day to day organisation of the academy, which should show good supervision whilst at the same time fostering a caring attitude.
- in the specific Personal, Social, and Health Education (PSHE), and SEAL (Social and Emotional Aspects of Learning) lessons, assemblies and additional pastoral curriculum.
- by means of carefully considered procedures to be followed when cases of bullying have been identified, which will be known to all staff, students and parents and carers.

### Safeguarding

Staff receive regular Safeguarding training and advice from Mrs K Owen, the Designated Lead for Safeguarding and Mrs E Millett, the Deputy for Safeguarding. Consequently, our staff will immediately report any instances of the following using a yellow Safeguarding concerns form:

- Child Sexual Exploitation and Sexual Abuse
- Sexting
- Prevent
- Peer on Peer Bullying

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## Prevention of Bullying

Agreed rules for expected behaviour are agreed by each class and displayed in each classroom. Lunchtime behaviour rules are reviewed and agreed by the School Council annually and are displayed in the academy's hall. Lunchtime Supervisors reward all instances of positive behaviour with intrinsic rewards as well as selecting eight students each half term who consistently demonstrate excellent lunchtime behaviour. These students are rewarded with lunchtime certificates and sit with Mr Selmes for a special 'Head Teacher's Lunch'.

Each November the whole academy participates in national Anti-Bullying Week. In November 2020 each student participated in anti-bullying key stage assemblies and during PSHE lessons individuals completed a puzzle piece including their name and decorated to suit them, which are prominently displayed in the hall up until November 2021. A survey of students' wellbeing was conducted in the form of paper questionnaires. Data from this exercise was collated by Mrs Drury and Mrs Pearce and the statistics and subsequent strategies to support students discussed by the Senior Management Team. Information was then presented to all staff for their comments about ways to support students. Weatherfield Academy's Anti-Bullying Charter is reviewed by students during Anti-Bullying Week each year and the charters are displayed in each classroom and in corridors and the academy hall.

The academy will also undertake to participate in other national events related to bullying including 'Internet Safety Awareness Week' and provide all students with appropriate information from a range of resources. Mrs K Owen is our E-Safety Coordinator.

Inductions will take place for new staff and volunteers. During induction the Anti-Bullying Policy is discussed. All staff have access to the reviewed and updated Anti-Bullying Policy during the spring term of each year. Staff are required to read the policy carefully. Volunteers will have access to the Anti-Bullying Policy as requested and receive verbal updates. Parents and carers can access the policy from the academy via

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the office or from the academy's website. Students will be made aware of the anti-bullying policy at an age and ability level suited to their needs during the PSHCE curriculum.

### **Preventative Systems**

1. The Base is always staffed and all incidents of student disagreements are supported by discussion with all parties concerned, recording of incidents and Key Stage Coordinators liaising with Senior Leaders to agree appropriate strategies to deal with incidents.
2. Interventions are provided, such as restorative meetings and social group sessions, co-ordinated by Heads of Key Stages.
3. Pupil Voice via the School Council, Eco-Monitors, Playground Pals, Leadership Group and Fair Trade Group.
4. All staff communicate effectively and work together for each student's pastoral care via verbal and written communication.
5. Clearly displayed, agreed rules of behaviour.
6. Regular parental contact.
7. PSHE curriculum.
8. Whole academy and Key Stage assemblies.
9. Counselling work (in-house with two trained counsellors and with an outside agency, Sorted).
10. Annual active participation in national Anti-Bullying Week.
11. Anti-bullying charters are reviewed annually by all students and staff and a charter is displayed in each room.

### **Curriculum Content Concerning Anti-Bullying**

Personal, Social, and Health Education (PSHE) is taught by pastoral tutors once a week. This provides opportunities for Key Stages to collaborate, team teach and ensures continuity and progression in each year group.

SEAL sessions occur regularly and half termly SEAL values are displayed on posters throughout the academy.

Anti-Bullying is an integral part of lessons.

#### **Key Stage 2**

Teaching about bullying is an ongoing process. The younger students are taught to tell an adult when someone is hurting or frightening them. This

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message is stressed whenever a minor incident occurs. Lessons include SEAL discussion, circle time, ICT programs and websites and role play accompanied with relevant opportunities for students to express their feelings

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### Key Stage 3

Throughout the skills section of the Key Stage 3 PSHE curriculum the students regularly learn about relationships, ways to deal with social situations and the importance of diversity and celebrating differences. Specific teaching about aspects of anti-bullying occur during each term, including cyber-bullying, racism and homophobic bullying. Role play, hot-seating and ICT are incorporated into lessons to promote multi-sensory learning and aid understanding.

Signposts are provided for coping with incidents of bullying and how the law deals with bullying.

### Key Stage 4

Bullying is dealt with in Key Stage Assemblies using a variety of material and resources.

The Key Stage 4 PSHE curriculum enables students to continue to learn and develop understanding about relationships, ways to deal with social situations and the importance of diversity and celebrating differences. There also continues to be specific teaching about aspects of anti-bullying including cyber-bullying, racism and homophobic bullying. Signposts are provided for coping with incidents of bullying and how the law deals with bullying.

KS4 accreditations also provide opportunities for extended discuss and suggested ways to deal with bullying in the workplace. Students will be given the opportunity to attend work experience and enterprise activities whilst in Key Stage 4. This allows the subject of bullying in the workplace to be discussed giving examples of ways that bullying could occur and how to effectively deal with the situation if it happened to them or someone they know.

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## Key Stage 5

The 6<sup>th</sup> Form timetable includes the specific lesson for PSHE and there are also links within other subject areas in particular the Duke of Edinburgh and Young Enterprise curriculum.

During Duke of Edinburgh's Award lessons the students are challenged to begin a successful journey of self-discovery and development. Its balanced programme develops the whole person - mind, body and soul, in an environment of social interaction and team working. The Young Enterprise 'Team Programme' is designed specifically to incorporate 'PSHE', 'Personal Learning' and 'Thinking Skills'. The students in Key Stage 5 also take part in our Annual Anti-Bullying Week initiatives.

### Procedure for dealing with incidents of bullying

A student making a complaint about the behaviour of another should be confident of being listened to and the complaint being dealt with.

Students should be reminded that, if they have disagreements with another student in any way, they should never retaliate, but always inform the nearest adult. Parents and carers are requested to support the school in this advice.

1. Incidents concerning bullying should, in the first place, be reported to the pastoral teacher of the pupil accused of bullying, who will log the incident and inform the head of key stage.
2. The pastoral teacher of the pupil of the alleged bullying will be notified.
3. Incidents should be reported to senior staff as laid down in the staff handbook.
4. In serious cases, parents of both bully and the pupil bullied should be notified about what has happened and how the incident will be dealt with in school.

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5. Time should be made available when necessary for both students to be counselled. The perpetrators of the bullying need to face the consequences of what they have done.
6. Disciplinary procedures will thence follow procedures within the behaviour policy of the academy.

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