

WEATHERFIELD ACADEMY

To become the best person you can be.



Anti-Bullying: Child-on-Child Abuse Policy

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Anti-Bullying Policy

Rationale

The staff of Weatherfield Academy aim to develop our learners' tolerance, concern and respect for the individual needs of others. Bullying opposes both this aim and also the right of all learners 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 Weatherfield Value 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 relevant staff, students and parents and carers.

Safeguarding

Designated Safeguarding Leads at Weatherfield Academy

Mr Joe Selmes

Mrs Sharon Cox

Staff receive regular Safeguarding updates, training and advice from Mrs S Cox, the Designated Lead for Safeguarding.

Consequently, our staff will immediately report any instances of the following using CPOMs:

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

Prevention of Bullying

Rules for expected conduct relating to bullying are agreed by each class and visibly displayed in each classroom. Lunchtime 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 conduct with

intrinsic rewards as well as selecting eight learners each half term who consistently demonstrate excellent lunchtime conduct. These learners 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 2022, each learner participated in anti-bullying key stage assemblies; during PSHE lessons individuals completed a skin coloured hand including their name, which are prominently displayed in the hall up until November 2023. A survey of learners' wellbeing was conducted in the form of a 'hot spot' activity using the Academy's site plan. Data from this exercise was collated by Mrs Quinn and Mrs Pearce and the statistics and subsequent strategies to support learners 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 learners 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 S Cox is also our E-Safety Coordinator.

Inductions will take place for new staff and volunteers. During induction the Anti-Bullying Policy is discussed - a copy of this policy is available for all to read on the safeguarding display board in both staff rooms. All staff also have online 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 the office or from the Academy's website. Learners will be made aware of the Anti-Bullying Policy at an age and ability level suited to their needs during the PSHE curriculum and at other times when it is felt necessary.

Preventative Systems

1. The Base is led by Mrs Julia Hamilton-Crickmay, our Learning Mentor, and is also staffed by teachers on a rota. All incidents of 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 relevant staff and supported by our Safeguarding Lead and Learning Mentor.
3. Learner Voice via the School Council, Eco-Monitors, Weatherfield Safety Squad, Leadership Group and Fair Trade Group.

4. All staff communicate effectively and work together for each learner's pastoral care via verbal and written communication.
5. Clearly displayed, agreed Codes of Conduct.
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.

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, and team teach. This ensures continuity and progression in each year group.

Weatherfield Values which are based upon SEAL values sessions occur regularly and half termly Weatherfield value is 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 learners are taught to tell an adult when someone is hurting or frightening them. This message is stressed whenever a minor incident occurs. Lessons include PSHE discussion, circle time, ICT programs and websites and role play accompanied with relevant opportunities for students to express their feelings

Key Stage 3

Throughout the skills section of the Key Stage 3 PSHE curriculum, the learners 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 talked about within Key Stage Assemblies using a variety of material and resources.

The Key Stage 4 PSHE curriculum enables learners 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. As with Key Stage 3, signposts are provided for coping with incidents of bullying and how the law deals with bullying.

Additionally, KS4 accreditations provide opportunities for extended discussion and suggestions of ways to deal with bullying in the workplace. Learners 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.

Key Stage 5

The 6th 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 learners 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

An individual making a complaint about the conduct of another should be confident of being listened to and the complaint being dealt with at the earliest opportunity..

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

1. Incidents concerning bullying should, in the first place, be reported to the pastoral teacher of the individual accused of bullying, who will log the incident and inform the Head of Key Stage.
2. The Head of Key Stage will discover facts about the incident, together with the pastoral teacher.
3. All incidents should be recorded on CPOMs with all relevant adults also alerted. The Designated Safeguarding Lead, Sharon Cox, must always be Assigned, through CPOMs for any incident of bullying, and where an

action by her is required. Ensuring the right individuals are involved, ensures that all cases can be dealt with effectively and in good time.

4. In serious cases, parents/carers of both the learner responsible for bullying and the student who has been bullied should be notified about what has happened and how the incident will be dealt with in school.
5. Time should always be made available for both learners to be counselled (restorative). The perpetrator of the bullying needs to realise the consequences of what they have done and staff time taken to build a relationship between them.
6. Procedures to deal with incidents of bullying will follow the Academy's Self-Management & Conduct Policy.