

WEATHERFIELD ACADEMY

To become the best person you can be.



Anti-Bullying Policy

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Anti-Bullying Policy

Rationale

Weatherfield Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

This policy outlines what our school will do to prevent and tackle all forms of bullying. It is based on the DfE guidance "Preventing and Tackling Bullying," July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2024". Reference has also been made to Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges." Weatherfield Academy is also a member of the Anti-Bullying Alliance and uses their resources to support our thinking and practice.

Links with other school policies and practices

This policy should be read alongside the following organisational policies:

- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy and Procedures
- Adult at Risk, Safeguarding and Protection Policy and Procedures
- E-Safety Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for schools/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1998
- Communications Act 2003
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The Headteacher communicates this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team (SLT) has been identified to take overall responsibility.
- The Governors will take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parent(s)/carer(s) will support their children and work in partnership with the school.
- The school will ensure that learners understand this policy and why it is important.

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, ostracising, 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 Lead at Weatherfield Academy is Miss Sarah Berresford

Staff receive regular Safeguarding updates, training and advice from Miss Sarah Berresford, the Designated Lead for Safeguarding. Consequently, our staff will immediately report any instances of the following using CPOMs under the Child on Child category.

Within this category are sub categories identifying the nature of the abuse. Categories include, but are not exhaustive of:

- Child Sexual Exploitation and Sexual Abuse
- Sexting
- Discrimination
- Child on child abuse Bullying

Prevention of Bullying

Within our PSHE curriculum and assemblies we have a focus around friendships, relationships, kindness, respect and tolerance. Rules for expected conduct relating to bullying are agreed by each class and visibly displayed in each classroom.

Each November, the whole Academy participates in national Anti-Bullying Week. Learners participate in anti-bullying key stage assemblies, a survey of learners' well being conducted in the form of a 'hot spot' activity using the Academy's site plan. Data from this exercise is collated and the statistics and subsequent strategies to support learners discussed by the Senior Management Team. Information is 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 also participates in other national events related to bullying including 'Internet Safety Awareness Week' and provides all students with appropriate information from a range of resources.

Inductions take place for new staff and volunteers. During induction the Anti-Bullying Policy is discussed. 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 PSHE lessons and at other times when it is felt necessary.

Preventative Systems

1. SLT are housed within The Base to support all learners with any issues/concerns.
2. Incidents or disagreements are supported by discussion with all parties concerned. Records are kept on CPOMS and staff agree appropriate strategies to manage situations effectively.
3. Interventions are provided as necessary, such as restorative meetings and social group sessions, these are co-ordinated by relevant staff and supported by our Safeguarding team.
4. Learner Voice acknowledged via the School Council and Eco-Monitors,
5. All staff communicate effectively and work together for each learner's pastoral care via verbal and written communication.
6. Agreed Codes of Conduct are clearly displayed.
7. Regular parental contact takes place via weekly emails and telephone calls following any concerns raised.
8. The PSHE curriculum covers issues related to the prevention of bullying such as accepting others and where to go for help and support
9. Whole Academy and Key Stage assemblies address specific issues which may be identified as a 'trend'..
10. Pupils also have access to a trained counsellor from SORTED as well as a Play Therapist.
11. Annual active participation in National Anti-Bullying Week as well as regular discussions celebrating differences support learners to understand and appreciate the uniqueness of us all.

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 the half termly Weatherfield value is displayed on posters throughout the academy.

Anti-Bullying is an integral part of lessons.

Key Stage 2 (Lower School)

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 (Lower School)

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 (Upper School)

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 (Upper School)

The 6th Form timetable includes specific lessons 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. 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.