

# WEATHERFIELD ACADEMY

To become the best person you can be.



## Anti-Bullying 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, 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 Leads at Weatherfield Academy  
Head Teacher  
Mrs Carol Patterson  
Ms Sarah Bersford

Staff receive regular Safeguarding updates, training and advice from Mrs C Patterson, 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**

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 the Head Teacher for a special 'Head Teacher's Lunch'.

Each November, the whole Academy participates in national Anti-Bullying Week. Learners participate in anti-bullying key stage assemblies; previously during PSHE lessons, students complete an individual picture including their name, which is prominently displayed in the hall annually. 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. Mrs Carol Patterson is also our E-Safety Coordinator.

Inductions 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 PSHE lessons 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.
2. Incidents or disagreements are supported by discussion with all parties concerned. Records are kept by the Learning Mentor who informs Key Stage Coordinators and Senior Leaders who 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 Lead and Learning Mentor.
4. Learner Voice acknowledged via the School Council, Eco-Monitors, Weatherfield Safety Squad and Leadership Group
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. Referrals to the above can be made by learners, parents, carers, teachers or support staff
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 6<sup>th</sup> 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. The Designated Safeguarding Lead, Mrs Carol Patterson, 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 Behaviour Policy.