



Welholme
Academy

Anti-Bullying Policy

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is it **BULLYING?**

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**.

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**.

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's **BULLYING**.

INTRODUCTION

Before outlining an Anti-Bullying policy it is necessary to explain why Welholme Academy requires the formulation of such a policy. We want every child to feel happy, safe and secure in our school so that they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential. We recognise the need to educate our pupils in how to keep themselves safe from bullies both within and outside school and we need to identify our shared understanding of what we mean by bullying behaviour in our community. Bullying of any sort will not be tolerated at Welholme Academy. If bullying does occur, all pupils and parents/carers should know that incidents will be dealt with promptly and effectively. Welholme Academy is committed to encouraging children to speak freely and anyone who knows that bullying is happening should be able to inform a member of staff in safety.

What are bullying behaviours?

When identifying bullying behaviour it is important to distinguish it from other acts of unkind behaviour **and have a true understanding of what bullying actually is.** We must take care not to trivialise bullying by using the term inappropriately.

The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following four features:

1. **It is repetitive and persistent** — though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying.
2. **It is intentionally harmful** — though occasionally the distress it causes is not consciously intended by all of those who are responsible.
3. **It involves an imbalance of power**, leaving someone feeling helpless to prevent it or put a stop to it.
4. **It causes feelings of distress, fear, loneliness and lack of confidence** in those who are at the receiving end.

(Teachernet definition)

Bullying can take many forms, including name-calling, taunting, making offensive personal comments; threatening, intimidating; creating situations in which someone is humiliated, or gets into trouble; playing tricks and pranks; spitting, kicking, hitting; pushing and 'accidentally' bumping into someone; hiding, damaging or taking belongings; sending malicious text messages or emails; leaving people out of groups or games or social occasions; and spreading hurtful and untrue rumours.

Several of these behaviours involve the use of words. Some however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

Bullying can take many forms

- * Emotional – being unkind, including tormenting (eg hiding books, threatening gestures)
- * Physical – Pushing, kicking, hitting, punching or any use of violence
- * Racist – racial taunts, graffiti, gestures
- * Sexual – unwanted physical contact or sexually abusive comments
- * Homophobic – because of, or focusing on the issue of sexuality
- * Verbal – name calling, sarcasm, spreading rumours, teasing
- * Cyber – all areas of technology – email, chat room misuse, mobile threats by text messaging or calls, misuse of associated technology ie camera or video facilities

Teachers need to listen to the children within the school community and make it their duty to be aware of what is happening. In doing this they will provide themselves and each other with the information needed to make appropriate judgements about the nature of the incident.

We must be aware of the impact of any incidents of bullying on an individual.

Signs and symptoms of bullying

The pupil may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Begin to perform poorly in school
- Become withdrawn, anxious or lacking in confidence
- Have books, clothing or possessions that are damaged
- Become distressed/stop eating
- Cry easily/have nightmares
- Become disruptive/aggressive
- Have possessions which may go missing
- Begin stealing (to pay the bully)
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Has unexplained cuts or bruises

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Aims

The following aims have been identified as important for the Welholme Academy Anti-Bullying policy:

1. To provide a framework to support a consistent whole school approach to bullying.
2. To provide an environment where all staff, pupils and visitors to our school feel happy, safe and secure thus providing an environment where optimum learning can take place and the wellbeing of each child is maintained.
3. To provide a school environment in which any act of bullying or aggressive behaviour will not be tolerated.
4. To provide the children with a clear set of guidelines for their behaviour.
5. To provide the staff with a set of guidelines/procedures to assist them when dealing with acts of aggression and incidents of bullying.
6. To provide a consistent, fair procedure for dealing with those pupils who display behaviour that is deemed to be bullying.
7. To provide staff, parents/carers and governors with clear stated aims and procedures concerning acts of bullying and aggressive behaviour.
8. To provide an environment that discourages aggressive / bullying behaviour and encourages all children to take responsibility for their own actions and those of other members of our school community.

Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Assemblies
- Class discussions
- School council meetings

- Playground buddy training
- Curriculum time – RE, PSHE, Story, Drama, Circle Time etc.
- Anti-Bullying Week/ Friendship Awareness/ Random Acts of Kindness
- Safer Internet Day/Cyber safety

Strategies to deal with and discourage bullying behaviour

At Welholme Academy we have many ways to discourage and deal with any incidents of bullying. It must be tackled by focusing on preventative work, but also by responding appropriately when incidents do occur.

All children should have the right to learn in a school community without fear of being bullied. We need to create an environment where all staff are good role models for acceptable behaviour. We must find the correct balance using our professionalism as a guide to create the right caring ethos for our school.

We must always be aware of the impact of any such incident of bullying on an individual. This could be the victim or the perpetrator.

We shall be using the following strategies to ensure we have a clear, consistent and effective approach to bullying:

1. An agreed definition of bullying. Posters are displayed around school and on our website www.welholmeacademy.com
2. A strong ethos promoting tolerance and respect for difference and diversity
3. Positive leadership from staff and governors on tackling bullying
4. A clear anti-bullying policy which is reviewed by staff, pupils, parents/carers and governors.
5. Develop an ethos where all children feel confident to report aggressive/unkind behaviour and all reports are investigated.
6. Clearly defined school rules that are reinforced at every opportunity and are consistently and fairly applied by all staff.
7. Classroom/school rules that are owned by the children who discuss them and create them in class, assemblies, school council etc.
8. Develop and ensure positive relationships between staff and pupils.
9. Develop a rigorous recording system to keep information on types of aggression, sites of behaviour and persistent perpetrators. Any incidents or concerns are recorded on our central system (CPOMS) and are reviewed regularly. We have a designated Learning Mentor with responsibility to investigate any reports of bullying in school. This Learning Mentor is Miss Harrison.
10. Action must be taken to investigate any reported incidents.
11. Dialogue with parents/carers to inform them of their child's unacceptable behaviour. This reporting could be done through telephone calls, text messages, meetings with staff, home visits

or report books.

12. All children to be made aware of the school rules regarding bullying and the consequences if rules are broken.
13. All staff to be vigilant in all areas of the school and ensure they are closely supervised.
14. All staff to be aware of potentially vulnerable pupils and those with Special Educational Needs or Disability (SEND) and develop a professional approach to supervision of these pupils.
15. Set up areas within school or quiet areas in the playground for less boisterous children. These areas include the shelters and the lunchtime club.
16. All children to be aware of the role of The Pastoral Team in school. Their base/room to be available to create a safe environment to any pupil.
17. Develop the responsibility of school councillors, playground buddies, older pupils and monitors to take responsibility for looking out for vulnerable pupils and periodic consultation with pupils to inform the school's knowledge of bullying.
18. School council used to debate and monitor effect of school behaviour from pupils' perspective.
19. Use circle time and assembly times to make it clear that all children should feel they can speak freely and share any worries. Any other child who has any worries about bullying taking place also has a duty to report it.
20. Parents/carers to be made aware of procedures for reporting concerns about any bullying to members of the school staff. This will be through meetings with new parents/carers, school prospectus etc. When a parent /carer has concerns relating to bullying they should report them to the class teacher/ Senior Leadership Team/Pastoral Team.
21. Use of ICT to promote anti bullying - www.antibullyingalliance.org.uk.
22. Pupils are consulted and participate in the development, monitoring and review of Anti-Bullying policy and strategies. Our pupils feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

Our pupils feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- * Will support the Principal and staff in the implementation of the policy.
- * Will not bully anyone else, or encourage and support bullying by others.
- * Will tell an adult if they are being bullied, usually either a member of staff or parent/carer.
- * Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils feel safe to speak out if they are concerned about any bullying and they must recognise that it is important to pass this on.

Dealing with incidents of bullying/allegation

When a pupil/parent/carer reports/alleges a bullying incident to an adult, the following procedures will take place:

- Staff will ensure the immediate safety of all other pupils, staff and property. (It may be that in exceptional cases, if there is risk of injury, physical intervention is required. In which case, the member of staff should follow the Team Teach training and the school's policy on positive handling.)
- Any injured child will receive the appropriate medical attention.
- Both the victim/bully should be interviewed to establish the facts, without apportioning blame.
- All incidents and discussions will be recorded, including action taken.
- Any bullying incidents are recorded on CPOMS and followed up by any actions taken.
- A member of the Senior Leadership Team will be informed.
- The parents/carers of both the victim and bully/bullies will be contacted.
- Appropriate sanctions and support will be discussed and agreed upon. All sanctions will be in line with the school's behaviour policy.
- Follow-up discussions/monitoring will take place with both the victim/bully.
- All allegations will be taken seriously.
- Deal with any incident immediately.
- Follow up any incident, repeatedly checking that the bullying has not resumed.

Bullying incidents off the school premises

We know that bullying sometimes happens on the way to or from school. This may be by children from Welholme Academy or children from another school or not even at school at all. Whilst we are not directly responsible for any bullying occurring off the premises we will not ignore any reported incident. We will talk to other children, parents/carers, other schools or the police if we feel that the safety of our children is being compromised.

Bullying issues will be addressed. As part of our policy we will deal with pupils who bully others using sanctions. We may:-

- * Remove the perpetrator from the classroom or re arrange seating in class.
- * Withdraw breaks or lunchtime privileges.
- * Withdraw participation in certain activities within school or the privilege of attending out of school clubs.
- * Invite parents/carers in to discuss the situation.
- * In severe cases we may feel it necessary to exclude the perpetrator for a fixed period of time.
- * We may involve outside agencies to provide support for the victim or the perpetrator.
- * In extreme cases we may feel it necessary to involve the police.

Principles

For pupils who experience bullying:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

For pupils who witness bullying:

- They understand that it is their responsibility to report any concerns around bullying.

- They are heard.
- They know how to report bullying and get help.
- Steps are taken to help them feel safe again.
- They know how they can get support from others
- They are confident in the school's ability to deal with the bullying

For pupils who engage in bullying behaviour

- Sanctions and learning programmes hold them to account for their behaviour and help them to acknowledge the harm they have caused.
- They learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge.
- They learn how they can take steps to repair the harm they have caused.

For schools

- The whole school community is clear about the anti-bullying ethos the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Every chance is taken to celebrate the success of anti-bullying work.
- All pupils are clear about the roles they can take in preventing bullying.

For Principals, governors and other school staff

- They develop whole-school policies that meet the law and school inspection requirements.
- They promote a school climate where bullying and violence are not tolerated and cannot flourish.
- They continually develop best practice based on knowledge of what works.
- There is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary.
- Curriculum opportunities are used to address bullying.
- Pupil support systems are in place to prevent and respond to bullying.
- All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying. All relevant staff take part Flick
- All staff are aware of the importance of modelling positive relationships.
- Data systems (CPOMS) gather useful information about the effectiveness of the anti-bullying work and these data are used for monitoring and evaluation and shared with the school community.
- They work in partnership with parents/carers, other schools and with children's services and community partners to promote safe communities.

For parents/carers

- They are clear that the school does not tolerate bullying.
- They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaint procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.
- They are clear about ways in which they can work with the school on the anti-bullying policy or procedures.

Working with parents/carers

- We will work with parents/carers to minimise the likelihood of bullying

- We will give parents/carers the opportunity to discuss any concerns with us as soon as possible. We will emphasise the importance of working together to safeguard the welfare of our pupils.
- When a parent/carer is dissatisfied with the school's handling of a situation, then the Headteacher will seek to resolve the situation informally. In the event of a formal complaint, then the agreed complaints procedure for the school should be invoked.

Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Miss Maddison (Safeguarding Mentor) is the Vice-principal. If you have any concerns about the care or welfare of a child, please refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or come into school to speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. The governors and staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

Monitoring and Evaluation is the responsibility of the Principal.

The school will assess the effectiveness of the policy by observations around school and feedback from pupils, parents/carers and staff.

This policy document will be placed on the school website. www.welholmeacademy.com

This policy will be reviewed: October 2023 or should any changes warrant an early review