



Anti-Bullying Policy

2020/21

Weston Infant and Junior Academies
(The Weston Federation)
Principal – Mrs J Birchall
Chair of Governors – Mr D Alston

This policy was adopted in September 2020
This policy is due for review – September 2021

Anti-Bullying Policy

1.1 INTRODUCTION

At Weston Infant and Junior Academies (The Weston Federation) we view bullying as an action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. The vast majority of pupils at Weston Infant Academy and Junior Academies conduct themselves very well, are well-mannered and well behaved. There are occasions, however, when certain children's behaviour can be described as bullying. This policy describes our interpretation of bullying behaviour and sets out the expectations we have of our pupils and the methods we employ to modify behaviour if children are considered to be a bully. Our aim is to always reward good positive behaviour and to show zero tolerance of bullying as is defined below. We feel however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

1.2 Equality Act 2010

Weston Infant and Weston Junior Academies (The Weston Federation) strive to meet the aims of the above policy in all respects and adopt a consistent approach to all forms of bullying. The school aims to consistently eliminate discrimination, including discrimination on the grounds of sexual orientation, advance equality of opportunity and foster good relations.

The school will actively seek to protect the nine characteristics identified in the above act through a range of approaches. These characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Gender
- Gender reassignment
- Pregnancy and Maternity
- Race
- Religion or belief
- Sexual orientation

1.3 Bullying

The staff and governors of the Weston Federation accept the definition of bullying as:

- Physical: Pushing, kicking, hitting, pinching, scratching and other forms of violence or threats.
- Verbal: Name calling, sarcasm, spreading rumours, persistent teasing
- Emotional: Excluding (ignoring), tormenting, ridicule, humiliation.
- Racist: Racial taunts, graffiti, gestures
- Sexual : Unwanted physical contact or abusive comments.
- Cyber: Misuse of internet, mobile phones, threats by text message and calls, misuse of technology e.g. camera and video facilities.

The use of intimidating or defamatory messages/images both inside and outside of school will not be tolerated. In order to combat cyber-bullying school will work with both the police and mobile network/internet service providers where appropriate.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim as a school to produce a safe and secure environment where all can learn without anxiety. The school will make everyone aware that the school values and cares for every child.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the federation aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 We aim to ensure that everyone involved with the children is sensitive and endeavours to ascertain whether an incident is true bullying or a case of a dispute or a falling out with friends.

2.6 We have an anti-bullying policy in place. Children with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. At the Weston Federation we take a whole federation approach to deal with bullying related to SEN and disability to ensure that all pupils including the most vulnerable, feel safe and secure in our environment.

2.7 Some pupils with additional needs experience difficulties in monitoring and regulating their own behaviour. This can be heightened at more unstructured times of the day for example play time and lunch time. When their behaviours impinge on the safety of others an individual behaviour plan (IBP) is put in place in consultation with their parents. They are further supported by an additional adult on the playground. This individual plan is confidential between the child's parents and staff members.

3. The role of Governors

3.1 The governing body supports the Principal in all attempts to eliminate bullying from our federation and requires that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the Principal to report to the governors, on request, about the effectiveness of school anti-bullying strategies. A yearly report will be given to the full governing body on any incidents of bullying.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks her to conduct an investigation into the case and report back to the governing body.

4. The role of the Principal

4.1 It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that the all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Principal ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this federation. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal or Leadership Team may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.

4.3 The Principal ensures that all staff are equipped to deal with incidents of bullying.

4.4 The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school they are far less likely to be part of this behaviour.

5. The role of the teacher

5.1 Teachers in our federation take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. They are made aware of any other incidents in school during Child Update at the beginning of staff meetings.

5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Principal/Head of School, the teacher informs the child's parents.

5.3 If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support and support for the victim of bullying and punishment for the child who has carried out the bullying. Teachers spend time talking to the child who has bullied, explaining why the action was wrong, and endeavour to help the child change their behaviour in the future.

5.4 If a child is repeatedly involved in bullying other children, the teachers inform the Principal and the SENCO. We may then invite the child's parents into the school to discuss the situation. In more extreme cases, when initial discussions have proven ineffective, the Principal/Head of School may contact external support agencies such as the Education department or Social services.

5.5 In addition to the above, there are a range of steps which the school may instigate – see appendix 1

5.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By positive strategies of praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. These include class dojos, merit certificates and prizes.

5.7 Teachers will attend relevant inset related to issues raised regarding bullying and behaviour management.

6. Recording Procedures

6.1 Each member of staff has a login for CPOMs (Child Protection Online Management System) for recording safeguarding issues and a class folder for recording behaviour issues. These create a record that can be accessed at all times and provide insights into patterns of behaviour. Whilst accessible, these folders are kept in a safe place. All incidents recorded on CPOMs alert the Principal/Head of School by email and these are monitored on a daily basis.

6.2 When a child has behaved in an inappropriate way towards another child they receive a consequence card for their behaviour. Teaching staff will inform parents of the reasons for the consequence card and discuss with the child why their behaviour was inappropriate and what they can do to avoid a repeat of this situation.

6.3 All incidents of bullying are reported to and recorded by the Principal and in turn reported annually to governors.

6.4 If safeguarding issues with individuals have escalated and have been referred to outside agencies this information is recorded and kept confidentially in a locked drawer or cupboard.

7. The role of parents

7.1 Parents who are concerned that their child might be being bullied or suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7.3 Parents have a responsibility to ensure that their child is aware they will not tolerate bullying behaviour and, if necessary they will be ready to support the school with regard to appropriate punishment etc.

7.4 Both school and home need to ensure that a child is aware that if he/she feels that he/she is being bullied, they can share the problem with someone at school.

7.5 It is important for parents to appreciate that dealings with children on these matters must be in private not in public.

7.6 Parents need to understand that the school will speak directly to the parents of any other children involved.

8. The role of the child

8.1 Children must be reminded that if they feel that they are being bullied they must tell someone in school immediately and not wait until they go home.

8.2 Children need to be helped to understand the difference between telling tales and speaking up for themselves.

8.3 Children will be given opportunities to share concerns with staff.

9. Monitoring and review

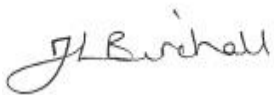
9.1 This policy is monitored on a day to day basis by the Principal and Senior Leadership team, who report to the governing body about the effectiveness of the policy on request.

9.2 This anti-bullying policy is the governors' responsibility and the review its effectiveness annually by discussion with the Principal.

Ratified by Governors Date:

Review Date: September 2021

Signed: D. Alston **Chair of Governors**

Signed:  **Principal**