

Whitehill Community Academy

Anti-Bullying Policy

2022-2023



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
J Roche	April 2018	April 2019
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Whitehill Community Academy

Anti-Bullying Policy

“Opening minds, unlocking potential, celebrating success together”

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

Safeguarding

At Whitehill Community Academy, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that safeguarding is the responsibility of all the adults in the school community. We believe that pupils have a right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse including bullying. All school staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Whitehill Community Academy procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Lead as procedures state.

Statement of Intent

At Whitehill Community Academy we have developed our anti-bullying policy to reflect our belief that children learn best in a calm, safe and orderly environment which values its individual members.

All members of the school community (children, staff, parents and governors) are responsible for supporting children, providing guidance and exercising control when and whenever this is appropriate. They act as role models, encouraging the development of appropriate qualities and behaviour, ensuring that high standards are maintained at all times. Consideration for others, self-control, respect for the individual and co-operation between all members of the school community will be encouraged both through the curriculum and other opportunities available within school.

We recognise that in all our dealings with children, each child will receive respect and fairness, care, love and positive guidance with respect to developing self-discipline and positive behaviour.

We acknowledge the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND).

Academy's aims:

1. This policy aims to produce a consistent Academy response to any bullying incidents that may occur.
2. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
3. We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
4. To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying and harassment is challenged and reported.
5. To produce a consistent school response to any bullying and incidents of harassment that may occur.
6. To nurture respectful, responsible children who reach their full potential.
7. To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
8. To provide stimulating learning opportunities and environments that engages children and promotes passion for learning.
9. For children to develop pride in their work and in all that they do.
10. To celebrate all success.
11. For children to behave in a way that promotes everyone's enjoyment in the Academy.
12. To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
13. To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
14. To embrace, value and celebrate all cultures represented in the Academy.

Roles and Responsibilities

Pupils/ Parents and all staff at Whitehill Community Academy take a shared responsibility for promoting good behaviour.

What is my responsibility as a pupil at Whitehill Community Academy?

- I will be proud to be a member of our Academy.
- I will be polite, well behaved and courteous.
- I will follow the Behaviour & Discipline policy and take part in making decisions on it.
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our Academy with respect.
- I will take responsibility for my own actions.

What are my responsibilities as a parent?

- I understand all parents/carers, visitors and staff of Whitehill Community Academy should feel valued and safe.
- I will support my child to participate in the life of the Academy and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the Academy's Behaviour & Discipline policy.
- I will report any of my worries or concerns to the Academy following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree action.

What is my role as a member of staff at Whitehill Community Academy?

- I will identify strongly with the Academy and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the Academy's Behaviour & Discipline policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff.
- I will record incidents in a manner which reinforces the Academy's PSHCE, Behaviour & Relationship and Anti-bullying policies.
- I will respond to worries and concerns so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as an Academy, we are supportive of all children's needs.

What is my role as the Headteacher?

- It is the responsibility of the Headteacher to implement the Academy's anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the policy, and know how to identify and deal with incidents of bullying.
- The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy.
- The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the Academy 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 Academy, bullying is far less likely to be part of their behaviour.

What is my role as a member of the Governing Body?

- The governing body supports the Headteacher in all attempts to eliminate bullying from our Academy.
- The governing body will not condone any bullying at all in our Academy, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of the Academy's anti-bullying strategies.
- A parent who is dissatisfied with the way the Academy has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 Headteacher, and asks him to conduct an investigation into the case, a report back to a representative of the governing body.

What do we do as an Academy to prevent bullying?

At Whitehill Community Academy we aim to provide a happy secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community. This policy is to be operated in conjunction with the Behaviour & Relationship Policy. We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

Staff and Governors at Whitehill Community Academy Primary School accept the definition:

“Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally.”

Bullying is defined as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”. (DfE “Preventing and Tackling Bullying” 2014) Or The Anti-Bullying Alliance defines bullying as “the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power”.

There are different ways in which bullying takes place. All bullying is “emotional” and plays on weakness: the imbalance of power. Types of bullying can include:

- Physical – punching, kicking, pinching, theft.
- Verbal – name calling, prejudice comments (for example racist, homophobic/disability), threatening.
- Non-verbal – including, “dirty looks”, graffiti, spreading rumours.
- Emotional – playing on weakness.
- Indirect – spreading nasty rumours, excluding someone repeatedly from social groups.
- Cyberbullying or Online bullying – using electronic devices such as mobile phones, computers, tablets and social media via text messages, apps, emails, chat rooms and websites.

Examples of cyberbullying or online bullying include:

- Text messages or emails that are derogatory and / or abusive.
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or SnapChat.
- Publication of embarrassing pictures or video clips on social media.
- Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or SnapChat.

At Whitehill Community Academy we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within the Academy. Real or perceived differences can relate to:

- Appearance • Ability • Health • Family or home circumstances, e.g. looked after children or young carers • Social class • Race, religion or culture • Disability / Special Educational Needs • Sexual Orientation of either the pupil or members of their family • Gender

Signs of bullying

The Academy recognises that the signs of a child being bullied may be varied and may involve:

- A child showing physical injury
- A child reporting an incident through another person
- A child appearing regularly withdrawn and unhappy in school
- A child’s work or social behaviour changing dramatically
- A child reluctant to come to school or going home
- A child afraid to be near someone else
- A child isolated and lonely at playtimes and lunchtimes
- A child frightened to walk to and from school
- A child who produces work of inferior quality and quantity

- A child who has their belongings lost or damaged
- A child who become withdrawn or develop speech problems
- A child who is tearful without obvious reason
- A child who stops eating or eats compulsively
- A child who attempt or threatens suicide
- A child who cry at night, has nightmares or starts bed wetting
- A child who has unexplained bruises or marks
- A child who begins to steal
- A child who refuses to talk about their apparent unhappiness or gives improbable excuses

Teaching & Learning

- As part of their PSHCE lessons, pupils are taught about bullying and what to do if they feel they are being bullied. These lessons may take the form of discussion, music, dance, drama and poetry to develop understanding of feelings and enhance pupils' social and emotional skills.
- The curriculum helps children to know what bullying is, why it is unacceptable and develop empathy and understand the effect that bullying can have on others. It also helps children take responsibility for trying to prevent bullying.
- The PSHCE curriculum gives children opportunities to learn about diversity and children will be taught a variety of strategies to protect themselves from bullying.
- The teaching of PSHCE includes talking to children about the Anti-Bullying Policy and explaining what it means.
- Staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach about diversity and the effects of bullying.
- The school takes part in Anti-Bullying Week events in November of each year.
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying.
- Whole-school assemblies are used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy.
- The school organises events which can prompt further understanding of bullying, such as theatre groups and current news stories.
- Children are taught about cyberbullying and what to do if it happens to them.
- Positive rewards and sanctions are in place.

Relationships

- The relationships that children have with adults as well as one another promotes an anti-bullying ethos.
- Children who are being bullied or see others being bullied are encouraged to talk about the bullying and to seek the help of a teacher, or member of support staff e.g. Pastoral and Learning Mentor, Pastoral Staff, Lunchtime Supervisor, Peer Mentors, who will listen to them.

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Our staff are expected to be mindful of outward signs of these and to investigate and follow policy accordingly.

What bullying is not?

We accept that bullying is not the occasional falling out with friends, minor peer group disputes, or when the occasional trick or joke is played on someone. It is bullying if it is done "Several Times On Purpose".

In the Academy, we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.
- Lessons, as part of our curriculum, discussing bullying – referring to Social and Emotional Aspects of Learning.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Awarding pupils in Year 1 to Year 6, Dojo points when they are making the right choice. Shinies are awarded to children in Early Years for demonstrating good learning behaviours.
- Use of CPOMS to record concerns.
- Restorative Practice to give children the chance to talk through and resolve incidents before they escalate.
- The use of behaviour learning objectives at the start of each lesson to prompt positive behaviour (teaching skills we want to see).
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Drop-ins for vulnerable children from the Pastoral Team to ensure all children feel safe in the Academy.
- Lunchtime and after-school clubs.
- Pastoral weekly meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- Leaflet shared with parents regarding steps to take and the Academy's policy regarding bullying.

What do we do as an Academy when bullying takes place?

Parents can be assured that the Academy takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the Academy's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

Possible actions the Academy may take depending on seriousness of the bullying.

The member of staff will talk (Restorative Justice) with all involved to understand what has happened and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology. Parents will be informed and the Academy will provide appropriate feedback. The Academy will determine the appropriate action to be taken. Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made regarding a referral to and involvement of specialist external support services.

After an incident has occurred:

- Parents will be kept informed by regularly meetings or phone calls by the Headteacher, Head of Key Stage or Head of Inclusion.
- Preventive work will be carried out within the class setting.
- Restorative conferences will be done within the Academy with the key individual or groups of children.

Whitehill Community Academy encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences. Our Academy policy is to provide the pupils involved with some form of support in order to enable the pupils to discuss with one another, strategies for resolving the problem and avoiding conflict.

Strategies for Prevention and Reduction of Bullying

- Addressing bullying through the curriculum (Circle Time, PSHCE, Drama, SEAL)
- Addressing bullying through assemblies
- Providing and endorsing/praising excellent role models who show sensitivity, politeness, respect and honesty.
- Teaching and promoting caring attitudes.
- Discussing supportive relationships and conflict resolution strategies.

- Endorsing the annual national anti-bullying week in schools.
- Using drama and role-play to help children become more assertive.
- Using play therapies as well as other counselling approaches to recognise strategies.
- Seeking regularly the views of our School Council on bullying issues.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily on a “case by case” basis. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents. Key outcomes of behaviour including bullying are shared in the termly Headteacher’s Report to Governors.

In conclusion, the message that all children should get is that Whitehill staff, children and parents will not tolerate bullying. We want to counter the view that bullying is inevitable – we want to provide a positive ethos which brings everyone on board to prevent bullying. We have agreed procedures to deal with bullying and we always want to create a safe environment for children to work and play in.

Useful websites promoted by the Anti-Bullying Alliance are:

www.childline.org.uk

www.beatbullying.org/home.html

www.bullying.co.uk

www.kidscape.org.uk

www.antibullying.net

www.bullyfreezone.co.uk

www.nspcc.org.uk

