



WELLAND ACADEMY



Reviewed and updated April 2025

Anti Bullying Policy 2025

At Welland Academy, we are committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our academy and **will not** be tolerated. All pupils should feel able to alert a member of staff and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a **STOP** school.

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T	Times	Telling
O	On	Other
P	Purpose	People

This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As an Academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What Is Bullying?

Bullying is:

- a behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally, it is repeated over time and is not a one-off event.
- the wilful, conscious desire to hurt or threaten someone physically, emotionally or materially. Bullying usually happens when the relationship is imbalanced.
- when a person or group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated (it could be prejudice-based or discriminatory).

Bullying takes different forms:

- **Physical** - hitting, kicking, pushing, taking belongings.
- **Verbal**- name-calling, taunting, mocking, making offensive comments.
- **Cyberbullying** - through the use of technology, such as inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet.
- **Written** - Producing offensive graffiti.
- **Indirect** - gossiping, excluding people from groups, spreading hurtful and untruthful rumours.

Cyber bullying

We teach children to stay safe on the internet. The majority of cyber bullying incidents occur out of school. Parents/carers are responsible for making sure that their children use devices appropriately out of school, including using age-appropriate apps and games. Regular monitoring of a child's use of technology by parents is vital.

However to support parents and children, we will aim to:

- Investigate the allegation.
- Inform parents of the children involved.
- A member of SLT will speak to the individual or group. Key messages will be reinforced.

When these incidents occur, we will issue parental advice regarding safety of internet use. Advice from outside agencies may be sought for both victims and/or perpetrators. **Where necessary and appropriate, the police will be consulted.**

Specific types of bullying:

The academy recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities (SEND)
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions (including mental health)
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Bullying related to poverty

Prejudice related incidents

A prejudice related incident is any incident which is perceived by the victim, or any other person to be prejudiced towards an individual, due to one or more of the following protected characteristics:

- Age
- Disability
- Gender identity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any incident involving these characteristics will be dealt with sensitively and age appropriately. Incidents will be reported, recorded, responded to and monitored. Parents will be informed if such incidents occur.

The academy recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ringleader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ringleader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or confront pupils who experience bullying. Some children can adopt different roles simultaneously or at different times e.g a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising reasons why children may bully

The academy recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the academy in identifying children who are at risk of engaging with this type of behaviour. This enables the academy to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engage the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated and finding it difficult to empathise with the needs of others

- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

Signs and Symptoms of Bullying

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach-ache etc)
- begins to suffer academically
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is unable to sleep
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received
- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money / starts to steal money, sudden changes in behaviour and mood, concentration difficulties, truancy.

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

Reporting incidents of bullying

The academy encourages all staff, children and parents to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The academy provides an open-door policy for parents/carers and children to speak to key adults in the school if they have a concern.

Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. To prevent incidents of bullying we promote an ethos of respect and kindness through our Academy values. We encourage pupils to develop skills such as sharing, taking turns and compromise.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate.

We will use some or all of the following to help raise awareness of and prevent bullying.

- Writing and implementing a set of class rules
- Signing a home/school agreement
- Promoting and celebrating Anti-bullying week
- Reading stories about bullying or having them read to a class or assembly
- Having regular discussions about bullying and why actions need to be taken
- Promoting diversity through a carefully selected book each half term.
- Using restorative practices

Responding to Bullying

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Academies have a responsibility to respond promptly and effectively to issues of bullying.

- In any case of alleged bullying, either the class teacher, the Principal or senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s), and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Principal (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully be explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviour will not be acceptable.
- All bullying incidents must be recorded on CPOMS with a clear and precise account. Parents of both parties should be informed.
- The behaviour Policy will be followed accordingly.
- If the situation does not improve, the Principal (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention, further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.
- If necessary and appropriate, advice to outside agencies (including the police) may be sought for both the victim and perpetrator.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience.
- Reassuring the pupil
- Showing empathy
- Let the child know that it is not their fault
- Reassuring them that they were right to tell someone
- Offering continuous support
- Restoring self-esteem and confidence
- Parents will be informed
- Learning Mentor support as appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened
- Given opportunities to consider their actions and the consequences and be supported to understand the need to change their choices and behaviours
- Discovering why the pupil became involved
- Learning Mentor school as appropriate.
- Informing parents or guardians to help change the attitude and behaviour of the child.

Parents / guardians

- If you have any concerns about the well-being of your child, inform your child's class teacher in the first instance by making an appointment to fully discuss your concerns. Your concern will be taken seriously. Your concern will be recorded and investigated and escalated to senior staff if required. You will then be invited in to discuss the outcome and if necessary, a plan of action will be agreed with you and your child. If you feel concerned about the behaviour of another child, please do not approach that child or their parents on the playground. Please inform the class teacher immediately and we will deal with it following the school procedures.
- Parents/carers are responsible for making sure that their children use devices appropriately out of school, including using age-appropriate apps and games. Regular monitoring of your child's use of technology is vital.

- When these incidents occur, we will issue parental advice regarding safety of internet use. Advice from outside agencies may be sought for both victims and perpetrators where necessary and the police may be informed if appropriate.

Depending on the severity of the bullying, the following disciplinary steps can be taken:

- Detention
- Exclusion from certain areas of school premises/times of day.
- Internal and External (fixed term) suspensions.
- Permanent exclusion

A Restorative Approach

Where appropriate, the academy will consider the use of a restorative approach to resolve the situation. This involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviours by enabling them to:

- accept responsibility for the harm caused to the individual being bullied
- accept responsibility for the harm caused to others (e.g staff, friends or family)
- recognise the need to take action to being to repair the harm caused
- agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Use of consequences

In certain cases of bullying, the academy will consider the use of consequences e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Consequences will be applied fairly and proportionately in accordance with the school's Behaviour Protocol, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEND is no more acceptable than bullying by other children. However, for a consequence to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate consequences for bullying, the academy will ensure that the consequence addresses bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the academy's restorative approach, consequences for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused. Where appropriate the academy may use consequences in conjunction with the school's restorative approach.

The academy's Behaviour Protocol will be drawn upon and the system followed, which includes:

- Removing/ separating children from other individuals or groups of children
- Removing/excluding children from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies or consequences, the academy may consider excluding the perpetrator from the school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the academy will view this behaviour differently from an unprovoked attack and will ensure that consequences are proportionate to the circumstances.

Following up / supporting and monitoring

After following the academy's procedures for responding to an incident of bullying, we will consider employing further longer-term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer term support for all parties, including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the academy's strategies include problem solving processes, which enable on-going situations to be explored and help to reveal underlying issues. Examples of some strategies that could be used are further PSHE sessions, accessing support from external agencies and professionals including educational psychologists, CAMHS, specialist teaching services and race equality and diversity services. Social skills groups to develop emotional resilience and skills in assertiveness, listening, negotiating and empathising with others may also be used.

This Policy will be promoted and implemented throughout the school. This policy was written with reference to:

- Behaviour in schools DfE 2024 and Preventing and tackling bullying DfE 2017
- Use of reasonable force DfE 2013
- The Equality Act 2010 Guidance on dealing with Prejudice related incidents.
- Whole school Equality Policy
- Safeguarding Policy

This policy should be read in conjunction with the school Safeguarding Policy which references the steps we take to Prevent Radicalisation and Extremism.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness.

Reviewed: April 2025

Next Review Date: April 2026