



W A T E R T O N
ACADEMY TRUST®



Anti-Bullying Policy

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1. Statement of Intent

Waterton Academy Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academies. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to inform the staff.

2. What Is Bullying?

A systematic & extended victimisation of a person or group, by another or group of others. Bullying results in pain and/or distress to the victim.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (E.g. 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, Transphobic or Gender Based	because of, or focussing on the issues of sexuality and gender
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

3. Why is it Important to Respond to Bullying?

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

4. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should be aware of and familiar with this anti-bullying policy, and be confident in following the policy when required.
- All pupils and parents/carers should be aware of and familiar with this anti-bullying policy, and what they should do if bullying arises.
- All pupils and parents/carers should feel assured and confident that they will be supported when bullying is reported.
- Bullying will not be tolerated.

5. Signs and Symptoms of Bullying

A child may indicate evidence of bullying through signs or behaviour. Adults should be aware of these signs and should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide, or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

6. Procedure for Dealing with a reported Incident of Bullying

6.1 If a person reports a case of bullying to a member of staff the staff member should:

- Investigate the reported behaviour and make every effort to stop the behaviour as quickly as possible.
- An attempt will be made to help the bully/bullies change their behaviour - Solution Focused Therapy group
- In cases of serious bullying see appendix 1
- The incident should be referred and reported to a member of the SLT. SLT will record the incident.
- Parents/Carers should be informed and asked to attend the academy for a meeting to discuss the issue(s)
- If appropriate the police may be consulted

6.2 Outcomes

- The bully/bullies may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

6.3 Prevention

Various methods can be used to help prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

7. Roles and Responsibilities

7.1 The Role of the Child

- To tell someone about bullying
- To avoid revenge and forgive the bully
- To tell the truth,
- In the case of the bully, to seek forgiveness

7.2 The Role of Parents/Carers

We want parents/carers to be reassured that we take bullying very seriously indeed. We expect parents/carers to listen sensitively and patiently to their child and respond appropriately. We invite parents/carers to bear in mind the following points:

- We will always act with the best of intentions
- We will listen to your child
- We will listen to the viewpoint of the alleged perpetrator
- We will listen to the comments and observations of other children involved
- We will be sympathetic
- We will not automatically apportion blame and will try to arrive at a fair decision
- Every child will, on occasions, lie, or be selective with the truth. This is something every parent/carer has to face at some point. Whilst it is noble to believe otherwise, years of experience suggests different
- Children sometimes will claim an incident took place as a method of seeking revenge
- Sometimes victims remember incidents in different ways
- Sometimes victims have played an initial role in the bullying that may have followed. Whilst they are not guilty they may have to share a portion of the blame
- Experienced teachers have just that – experience. Try to have some faith in their judgements and conclusions
- The Head Teacher is passionate about treating everyone fairly to the best of his/her ability
- Honesty, truthfulness and accepting responsibility are greatly valued

7.3 The Role of Trustees/Governors

- The Trustees and Governors have a responsibility to oversee that the policy and procedures are being carried out appropriately and effectively. Governors may request to see the log of bullying incidents.

8. External Support

Kidscape Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Family Life	0808 800 2222
Bullying Online	www.bullying.co.uk
Kidscape website	www.kidscape.org.uk

9. APPENDIX 1 - Types of Bullying and Typical Response

It is not possible to define a clear response for every situation; however, the chart below suggests a typical response. Although the term 'teacher' is used below, in more serious cases this is likely to mean Headteacher or other senior members of staff.

	Type of Behaviour	Response
Category A TEACHER TO BE INFORMED (& keep notes in red class folder)	Mild teasing	Part of the growing-up process. Provided no hurt is experienced, it is probably safe to ignore. Falls into the description of being irritating or foolish behaviour but not distressing. Advise the victim to report any teasing leading to hurt.
Category B TO BE DEALT WITH BY CLASS TEACHER	Moderate teasing, name calling, pulling faces etc.	Teacher to listen to both parties. Relies on the honesty of the guilty person and accounts from others. Explanation of the upset caused. Mild rebuke if first instance.
Category C TO BE DEALT WITH BY PHASE LEADERS	Teasing or physical attack leading to pain / tears. This would include punching, kicking, hair pulling or in a more subtle way.	Phase Leader to listen to both parties. Relies on the honesty of the guilty person and accounts from others. Explanation of the upset caused. Warning that this is serious. Some form of punishment required such as loss of playtime but not PE lesson, art lesson etc. Victim must feel secure and that justice has been done. In particular that they must immediately report any further incident

<p>Category D</p> <p>TO BE DEALT WITH HEAD / DEPUTY</p>	<p>As above but ‘persistent’ and ‘repeated’ are key aspects in this category.</p>	<p>As above but parents will be informed. Depending on severity, the Chair of the Governors Discipline Committee may be informed.</p> <p>A HLTA will run an intervention group – “Solution Focused Therapy”</p>
<p>Category E</p> <p>TO BE DEALT WITH HEAD / DEPUTY</p>	<p>Serious attack with the intent of intimidating the victim or causing the victim harm to gain power, influence or control over them. This can be achieved in more subtle ways by persistent lower level bullying by repeated name calling, insults etc. leaving the victim ‘worn down’</p>	<p>Teacher must respond immediately to ensure that the victim is protected from the alleged perpetrator. A case such as this would normally be referred to the Head or Deputy Head. It is important to find others who can support any case. Remember, witnesses too may feel threatened – reassure them. The parents of all children involved will be informed promptly. The teacher must be careful to avoid any accusations until the matter is proved. It is not uncommon for the victim and her/his parents to assume that their child is entirely innocent and that the aggressor is entirely guilty. It is not uncommon for parents of the alleged bully to either deny the evidence or suggest overreaction. Where the victim is entirely innocent and various incidents have been proved, bullying is largely proved. The Chair of Governors will be informed if appropriate</p>

**** WATERTON ACADEMY TRUST CLASSIFIES CATEGORY D & E AS BULLYING INCIDENTS****

10. APPENDIX 2 – Academy Specific Approaches

The ultimate aim is to stop the bullying. We want the victim to feel secure and protected and (eventually) for them to be able to forgive the aggressor. As honesty and truthfulness are greatly valued in the trust we would expect the perpetrator to acknowledge their actions, be aware of the deep impact that it may have had and seek forgiveness.

Bullying is a very emotive topic. All staff must take the matter very seriously. No one must ever dismiss any report with a comment such as, 'go away and ignore it'. It is important to listen to as many viewpoints as possible. Do not assume that just because a child has bullied before that they are always guilty. Children do make 'mistakes' and not all of them are accidental. Recollections of incidents quickly become confused. Do not rush to form a judgement.

Our academies operate a range of initiatives to combat, minimise and eradicate bullying and its effects. Many of these take time to embed and are very subtle and linked to the ethos of the Trust/academy.

Headteachers & SLT are available and accessible over the lunch break. They will deal with most instances of bullying in Category C and above referred either by another colleague or the child him/herself.

The aggressor will be advised of the effect their actions are having and the inappropriateness in a school setting. A loss of play or other privileges are likely to result and parents may be informed. The ultimate aim is that both leave the incident fully resolved and without any bad feelings or further recriminations

With minor issues, a little humour may be appropriate. In more serious cases, once the victim has been reassured, they may be offered advice on how to deal with the situation by being more assertive.

The school will maintain a record of all reported cases of bullying (category D or above) with a note of what action resulted. Class teachers will keep a record of all reported cases (category C) – in the red folders in each class - with a note of what action resulted.

At Waterton Academy Trust it is exceptionally rare for any child to experience bullying at Category E level. However, if the problem were to persist, despite repeated academy/parent intervention, then a temporary exclusion might be necessary. This is why it is important to ensure that evidence is irrefutable and a record of any serious incident retained. Securing exclusion is a hazardous procedure where the school opens itself to the potential of a full legal challenge. It is not a process to enter into lightly.

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