

<p><b>Name of Policy:</b> <i>Anti-Bullying</i></p>	<p><b>Version/Last Review Date:</b> October 2021 (V4)</p>
<p><b>Statutory documents linked to this policy:</b> <i>Further guidance can be found on the DfE website:</i> <a href="http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying">http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying</a></p>	<p><b>Previous review date:</b> April 2013 (V1) January 2017 (V2) March 2019 (V3)</p>
<p><b>Other Policies linked to this policy:</b> Behaviour &amp; Discipline</p>	<p><b>Next Review Date:</b> January 2024 (V5)</p>
<p><b>Governor Committee Responsible</b></p>	<p>Curriculum</p>

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

### **The aim of this policy:**

WNA promotes positive Behaviour. We endeavour to use strategies that will prevent bullying and establish good behaviour within our school (see Behaviour Policy). Incidents of bullying, whether racial, social, or personal can however occur and they are treated seriously and as a matter of urgency. If a pupil reports a bullying incident we aim to resolve any conflict as quickly as possible. We are committed to establishing a bully free school and endeavour to encourage parents to discuss any concerns about bullying with the class teacher.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**West Newcastle Academy will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services.**

**We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Prevent team.**

### **What is bullying?**

- It is deliberately hurtful behavior
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

### **Bullying can take many forms but four main types are:**

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, racist remarks
- Cyber – using ICT to insult or name call
- Indirect – spreading nasty stories about someone, excluding someone from social groups
- Bullying can include cyberbullying (by text message, on social networks and so on) and prejudice based bullying, including racist, disability and homophobic or transphobic abuse

### **Objectives:**

- All staff and pupils will show each other mutual respect at all times
- Pupils are encouraged to report bullying incidents to an adult which are recorded in the pupils' records
- All staff should listen to and respond quickly and effectively when bullying incidents are reported

### **Organisation:**

Staff will assess the situation and ascertain the level of seriousness by talking to the children involved. Depending on the level of seriousness staff will respond by:

#### Stage 1

Give a formal warning and monitor any future incidents. The class teacher will keep a record in the pupil's record sheet, account should be taken of:

- Who was involved

- Where and when it happened
- What happened
- What action was taken
- How it was followed up

### Stage 2

Inform and meet with the parents and keep a written record of the procedure and the steps taken to resolve the issues in the pupil's record.

### Stage 3

#### **Inform the Headteacher**

Bullying is discussed on many occasions during the course of the school day:

- During circle time opportunities are given for children to raise worries or concerns
- Assemblies and collective worship can cover themes such as friendship, conflict, power and trust
- Pupils can be shown through role play or story what they themselves can do to reduce and prevent bullying behavior
- Pupils in Key Stage 2 may be given the opportunity to write any worries or concerns in personal 'Think books'
- Pupils are able to air concerns via their School Council Representative
- Pupils are encouraged to approach an adult to talk about any worries or concerns they may have
- Pupils can be rewarded for displaying co-operative behaviour such as being helpful, kind, and caring to their peers by standing up in Assembly

**Pupils who observe bullying should be encouraged to be active bystanders by:**

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied

- Telling a member of staff what is happening
- Encouraging the bullied pupil to join in with their activities or groups
- Telling the bullying pupil to stop what they are doing
- Showing the bullying pupil that they disapprove of his or her actions

Further guidance can be found on the DfE website:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying>