Wallscourt Farm Academy
Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all of our learner so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at Wallscourt Farm. If bullying does occur, all learners should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell an adult.

DfE Guidance – Preventing and Tackling Bullying is used as a reference guide.

What is Bullying?

At Wallscourt Farm, we use the definition provided by the Anti-Bullying Alliance to support learners, families and staff's understanding of what bullying is.

Bullying is the **repetitive**, **intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.

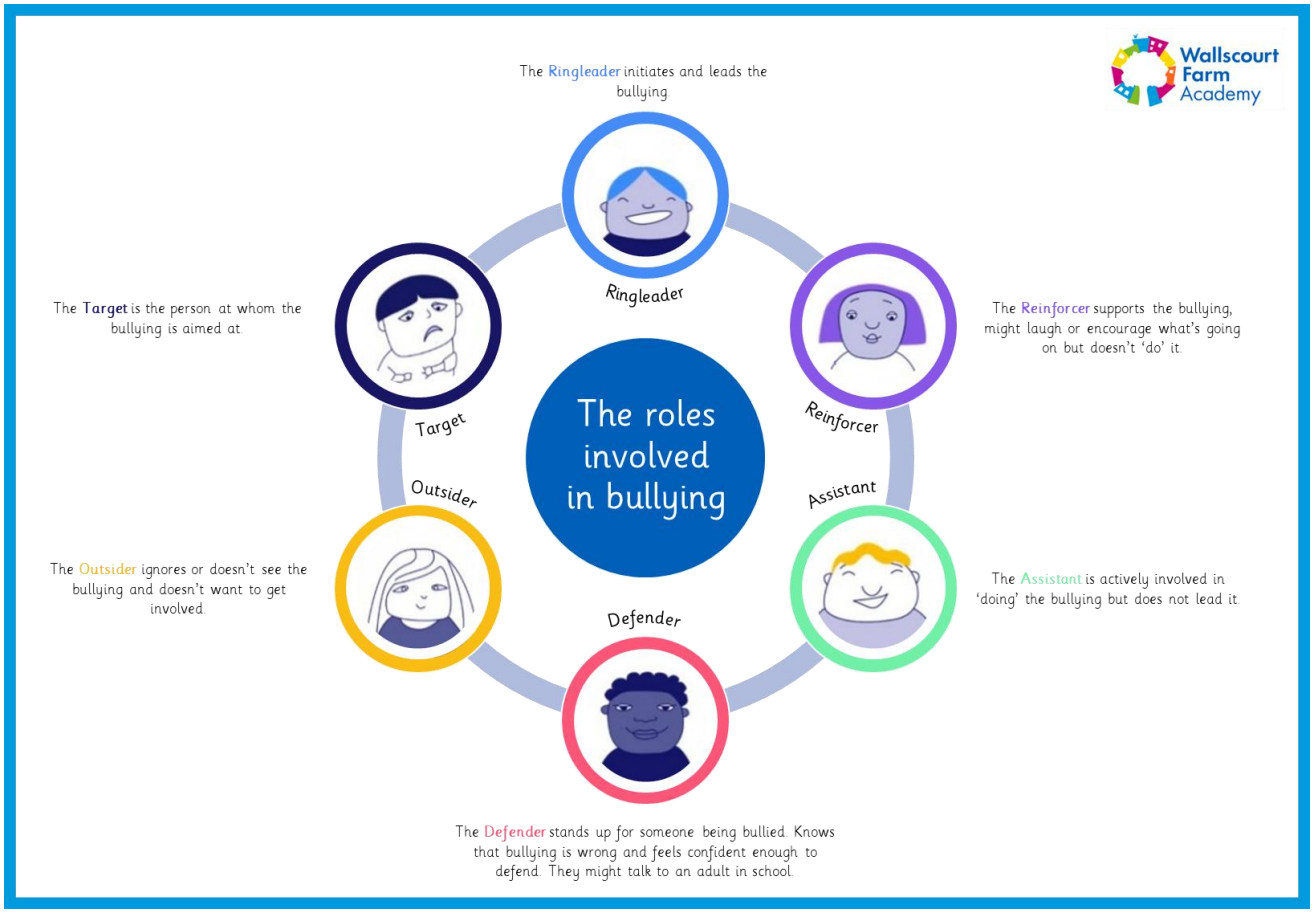
Bullying can target aspects of people's identity and be linked to the **protected characteristics** which are:

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Bullying can take the form of:

- 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 because of, or focussing on the issue of sexuality
- verbal name-calling, sarcasm, spreading rumours, teasing
- cyber: all areas of internet, such as email & internet chat room misuse.

- mobile threats by text messaging and calls
- misuse of associated technology, i.e. camera & video facilities



What is a prejudice-related incident?

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 protected characteristics. Prejudice-related incidents will be dealt with alongside bullying.

What is sexual harassment?

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

• consensual and non-consensual sharing of nude and semi-nude images and/or videos.

It is important that all victims are taken seriously and offered appropriate support. As with bullying, some groups are potentially more at risk. Evidence shows girls, children with SEND and Lesbian, Gay, Bisexual and Transgender children are at greater risk. At Wallscourt Farm, we understand the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Why is it Important to Respond to Bullying?

Bullying hurts and has a long-lasting impact; bullying blights lives into adulthood. No one should be a victim of bullying and everybody has the right to be treated with respect. Bullying and prejudicial-related incidents create a hostile and unsafe environment which can impact on people's wellbeing, self-esteem, attendance and achievement. School should be a safe and welcoming place for everyone. Everyone is welcome at Wallscourt Farm Academy.

Children who are bullying need to learn different ways of behaving and understand their responsibilities with regard to the choices they make. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, learners, families and members of the Academy Council must have an understanding of what bullying is.
- All teaching and non-teaching staff, learners, families and members of the Academy Council should know what the school policy is on bullying, and follow it when bullying is reported.
- All learners and families should know what the school procedure is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Learners and families should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school refusal)
- begins to truant

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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
- 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
- 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 and jumpy when a cyber message is received
- attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. A child need not display all these signs or behaviours.

Roles and Responsibilities

Principal

The Principal is responsible for ensuring that all staff understand this policy, and that it is being implemented consistently throughout the school.

Designated Safeguarding Lead

Details of the school's designated safeguarding lead (DSL) are set out in the Cabot Learning Federation Safeguarding Policy.

The DSL takes lead responsibility for bullying in school, in some cases alongside an Online Safety Lead and the Safeguarding team in particular:

- Supporting the Principal in ensuring that staff understand this policy and that it is being implemented consistently throughout the school.
- Working with the Principal, Safeguarding team and other staff, as necessary, to address any bullying, harassment or prejudice-related incidents.
- Ensuring that any incidents are logged (using CPOMs) and dealt with appropriately in line with this policy.
- Updating and delivering staff training on bullying, harassment or prejudice-related incidents.
- Liaising with other agencies and/or external services if necessary.
- Providing regular reports on bullying, harassment or prejudice-related incidents in school to the Principal, Safeguarding Link Academy Councilor and CLF DSLO.

This list is not intended to be exhaustive.

All staff and volunteers

All staff, including agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy.
- Implementing this policy consistently.
- Working with the DSL to ensure that any incidents are logged and dealt with appropriately in line with this policy.

This list is not intended to be exhaustive.

Families

Families are expected to:

- Notify a member of staff or the Principal of any concerns or queries regarding this policy.
- Support their child to understand their rights and responsibilities.
- Work alongside Wallscourt Farm if their child is involved in any incidents.

Learners

- Understand that we all have the right to be safe and our responsibilities are to use kind and safe hands, feet and words both in person and online.
- Recognise the roles involved in bullying – target, ringleader, assistant, reinforcer, bystander and defender.
- Reach out when they see or hear someone's being treated unfairly by telling an adult at home or in school and if they feel confident, telling those involved to stop.
- Be honest in their account to support investigating of incidents.

What to do if you suspect bullying?

1. Report concerns of bullying incidents to an adult at Wallscourt. This could be a member of the teaching team in your child's year group or directly to a member of the Senior Leadership Team (SLT) such as Principal, Vice or Assistant Principal.
2. In cases of bullying, the incidents will be recorded by staff on CPOMS which will alert the DSLO and SLT. The record will include what type of incidents are happening e.g. racist, sexist and a detailed overview of what happened.
3. The DSLO and/or member of SLT will then begin investigating the incident. If this is not the Principal, the lead adult will ensure the Principal is keep up to date throughout the investigation. This will involve meeting with all involved individually, both learners and staff, to collect their account.
4. Families will be informed and will be asked to come into a meeting to discuss the incident(s).
5. If appropriate, Saima Akhtar (CLF Inclusion and Diversity Coordinator) will be invited to the meeting to support discussions.
6. If necessary and appropriate, police will be consulted.
7. Any bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.

Outcomes

1. The perpetrators may be asked to genuinely apologise. Support will be provided via our Thrive practitioner to support the victim as well as support the perpetrator to change their behaviour and have an understanding of the impact. Other consequences may take place e.g. circle times, meeting with families concerned.
2. In serious cases fixed term exclusion may need to be considered.
3. If possible, the learners will be reconciled through a Restorative Solutions approach and followed up with Rights and Responsibilities learning.
4. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Information will be shared with all staff to ensure careful monitoring.
6. The DSL will regularly review and analyse incidents to further develop strategies to prevent future bullying, harassment or prejudice-related incidents of similar nature.

Prevention

We will use a range of methods for helping learners to prevent bullying, as and when appropriate, these may include:

- Being a citizen curriculum which include ethos, culture, Relationships, and Rights and Responsibilities.
- Writing charters – learning zone, play and lunchtime
- Signing a behaviour contract
- Positive reinforcement of appropriate behaviours
- Writing stories or poems or drawing pictures about bullying and friendship
- Reading stories about bullying or having them read to a class or during a gathering
- Making up role-plays or using social stories
- Having discussions about bullying and why it matters
- Developing an understanding of the protected characteristics and how we can ensure everyone feels welcome at Wallscourt Farm and in our communities
- Developing understanding of what bullying is and how to reach out/support others when they see or hear someone's rights not being met. This is throughout the year learning in addition to the learning during Anti-Bullying Week
- Classroom practice to encourage and develop collaboration and co-operation – through a Rights and Responsibilities approach and Restorative Solutions

Policy creation date: April 2014
Reviewed date: September 2025
Review date: Annually – Next review due September 2026
Ratified at WFA Academy Council on 7th November 2024