



YORKSHIRE
Endeavour
 academy trust
 Ethical | Nurturing | Brave
Anti-Bullying Policy

Document Status

Date of creation/review	Reason for review	Date of next review	Reviewer/Approval Body
Sept 2019			Trustees SILG FRAR LGB LGB-Finance CEO Headteacher
Autumn 2022	YEAT Policy Cycle	Autumn 2024	

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Principles and Values

Yorkshire Endeavour Academy Trust takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. YEAT will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of YEAT fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should 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. All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional- being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures.)
- Physical- pushing, kicking, hitting, punching or any use of violence.
- Racial- racial taunts, graffiti, gestures.
- Sexual- unwanted physical contact or sexually abusive comments.
- Homophobic, biphobic or transphobic- focussing on the issue of sexuality or gender identity
- Direct or indirect.
- Verbal- name-calling, sarcasm, spreading rumours, teasing.
- Cyber bullying- 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, I-pad, games consoles,

Bullying may be related to:

- Race
- Religion
- Culture
- SEND or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation (homophobia, biphobia) Gender identity (transphobia)
- sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

A person using bullying behaviour and the victim

Bullying takes place where there is an imbalance of power of a person using bullying behaviour over victim. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are using bullying behaviours need to learn different ways of behaving.

Signs and Symptoms

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

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is using bullying behaviours with other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

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

Domestic Violence

It is important that YEAT consistently plays an active role in challenging prejudice, gender stereotyping and discrimination against children and adults.

We recognise that any form of bullying, including incidences of Domestic Violence, is totally unacceptable.

The Government's definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Tackling Domestic Violence through the Curriculum

Work needs to focus on gender stereotypes, on mutual respect in intimate relationships, and on challenging the condoning of domestic violence. Work on school culture and the prevention of bullying can usefully incorporate work on homophobic and racist abuse, as well as sexist bullying. It should always retain a focus on the causes of domestic violence as an essential element.

Learning can spread far beyond Personal Social and Health Education into specific subject areas such as Drama and English and potentially to every area of the curriculum. It is highly relevant to Citizenship education, for example in relation to valuing people equally, respecting the law, and being a good citizen.

What to do if you have concerns about a child's welfare

Teachers with concerns about the welfare of children should:

- listen positively and reassure the child or young person, but without guaranteeing complete confidentiality
- speak to the designated person for child protection within the school.

Outcomes

- All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
- Parents of the victim may also be questioned about the incident or about their general concerns.
- The person/ people using bullying behaviours may be asked to genuinely apologise. Other consequences may take place. E.g., a parent being informed about their child's behaviour.
- In some cases, outside agencies may be requested to support the school or family in dealing with bullying. E.g. Outreach Support etc.
- In serious cases, suspension or even 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 recorded in the Behaviour Log and monitored to ensure repeated bullying does not take place.

Prevention

A variety of methods are adopted at our school such as weekly class assemblies, PSHCE lessons, the school vision/ ethos, Anti-bullying week, E-Safety workshops etc. Children are also consulted through in-school pupil questionnaires including the Health and Behaviour Questionnaire (Years 2 and 6). The results of these questionnaires are promptly responded to by staff.

The ethos and working philosophy of YEAT means that all staff actively encourage children to have respect for each other and for other people's property. Good, kind, polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children wanting to discuss bullying. Staff will reinforce expectations of behaviour as a regular discussion and follow the equality policy; welcoming every child to our school.

Staff must be vigilant regarding groups of friends together and must reinforce a message that children must be respectful of everyone else's feelings.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying
- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of PSHCE time
- Ring Childline and follow the advice given (posters around school)
- Use of a worry/ concern box. Checked weekly by the PSHCE co-ordinator.
- Each class has a worry eater. Children can write their worry onto paper and post it into the class worry eater. Teachers will check and address the worry daily.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. All incidents of bullying will be discussed with all relevant staff and parents of the children involved. All incidents of bullying will be discussed with the Head teacher.

Advice to Parents/ Carers

As the parent/ carer of a child whom you suspect is being bullied-

- Report bullying incidents to your child's class teacher. The incidents will be recorded by staff and the Head teacher will be notified.
- In serious cases parents will be informed and asked to come in for a meeting to discuss the problem
- The bullying behaviour or threats of bullying will be investigated, and an attempt will be made to help the child using bullying behaviours change their behaviour.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
- Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.