



# Anti-bullying Policy

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## Context

Being bullied can have a devastating effect on children, ranging from reluctance to attend school with subsequent under-achievement, to a negative impact on their self-esteem, personal development and mental health. Every child has the right to learn in an atmosphere that is free from bullying and victimisation. The prevention of bullying and anti-social behaviour is the responsibility of all staff, governors, parents and pupils. A whole school policy and approach, with the emphasis on supporting all pupils to develop socially and emotionally will prevent most cases of bullying. Incidents that do arise will be dealt with swiftly and sensitively.

## Aims / Objectives

- To provide a safe and happy place for children to learn.
- To promote positive behaviour and relationships.
- To prevent incidents of bullying from taking place.
- To empower children to report bullying – whether it is happening to them or to someone else, face to face or online.
- To swiftly identify and support victims of bullying.
- To support pupils who engage in acts of bullying, helping them to gain an insight and control over their actions, and any underlying issues.
- To support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensuring that pupils are aware of bullying behaviours and the importance of reporting any concerns they have about themselves or others.
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.

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- To work effectively with parents/carers regarding any concerns relating to potential bullying.
- To gain the support of parents/carers in working with the school to uphold the anti-bullying policy.

## Definition

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that we have a shared definition of bullying. This should be understood by the whole school including parents, young people and all staff.

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

Bullying can come in many different forms:

- Verbal - name calling, sarcasm, persistent teasing, spreading rumours, belittling and threats.
- Physical - Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking, biting and pushing.
- Emotional – isolating others, excluding, tormenting, threatening gestures, ridiculing, humiliation, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/Cyberbullying – nasty posts on social media, unauthorised sharing of photos, sending nasty text messages, social exclusion, abusive comments and impersonating an individual.

Pupils can be targeted for any reason, but those who bully others often target real or perceived differences and bullying can be a form of wider discrimination. For example bullying behaviour may be:

- Racist - Targeted at ethnicity, skin colour, language, religious or cultural practices.
- Homophobic, biphobic and/or transphobic - Targeted at actual or perceived sexuality and/or gender.
- Sexual and/or sexist - behaviour that is intended to cause offence, humiliation or intimidation.
- Disablist - Targeted at a real or perceived impairment or special educational need.
- Based on Appearance - Targeted at weight, height, colour of hair, wearing glasses or braces, acne, skin conditions, scars, marks or conditions of the face or body, clothing or body odour for example.
- Based on Situation – Targeted at poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

## Potential signs of Bullying that school may see:

- need for more attention
- becoming isolated
- seeking to remain near adults
- loss of self esteem
- general changes in behaviour

## Potential patterns that parents may see that may indicate bullying:

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc; and

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- wanting to leave for school much earlier than necessary or returning home late.

## Procedures

### Prevention

All members of the academy community are responsible for supporting a culture that promotes and recognises positive behaviour and mutual respect for each other.

Our school:

**listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

**includes us all** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.

**respects** - all school staff are role models to others within the school in how they treat others.

**challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously

**celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.

**understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.

**believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

**reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.

**takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

**has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

### Identification

- Shaky Hand Gang is used to welcome every child into class and can be an opportunity to see if a child is 'not themselves',
- Community time is held every morning in every class where children can talk about their feelings,
- Move This World is used in every classroom which teaches about our emotions and how we deal with different situations and big feelings,
- Every classroom has a Peace Corner where a 'Worry Monster' is located. This can be used by children to communicate any worries. It is checked regularly by staff and followed up appropriately,
- All children are encouraged to identify a trusted adult whom they can communicate their concerns with,
- The Learning Mentor has an open door approach for parents and pupils to discuss any issues which may be of concern to them,
- Questionnaires are used to hear 'pupil voice' about how they feel and specifically about bullying,
- The Learning Mentor works with groups of children who are identified as vulnerable through school research, questionnaire results and referrals.

### Dealing with suspected incidents of bullying

- All concerns raised regarding potential bullying will be dealt with swiftly and sensitively. This includes incidences of possible bullying outside of school. Where incidents involving possible criminal or anti-social behaviour are reported, the headteacher will ensure that the police and/or other external agencies are notified.
- When investigating any incident the victim will be offered an opportunity to talk about the experience with a trusted adult as soon as is possible. The staff involved in investigating the incident will ensure that

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time is taken to enable all voices to be heard in order to gain as clear an insight as possible into the circumstances of the incident(s).

- If any degree of bullying is identified, help and support will be given to both the victim and the bully as appropriate and parents / carers will be informed.
- Restorative conversations or circles will be used.
- Following resolution of the incident, additional support may be required for the victim(s). This may include;
  - Regular 'check ins' with classroom staff,
  - Creation of a peer support group,
  - One-to-one / small group work with the Learning Mentor,
  - Regular 'check ins' with parents,
  - Referral to outside agencies.
- Consideration will be given to the motivations behind bullying behaviour and whether it reveals any concerns. Where this is the case the child engaging in bullying will likely need support themselves. The Learning Mentors and CARE team will lead the design of any required support package, engaging with parents and any relevant outside agencies.
- All incidents, investigations and outcomes will be recorded on CPOMS.

## **Responsibilities**

### **School**

To promote a positive and supportive ethos throughout the academy including the values.

To engage pupils regularly in learning opportunities around positive relationships, tolerance, respect, behaviour and bullying.

To be vigilant to signs of bullying.

To listen to all parties involved in incidents.

To be proactive in investigating potential bullying incidents, however they come to your attention.

To deal effectively with bullying and take appropriate action.

To record all potential and actual incidents on CPOMS.

To identify and support vulnerable pupils.

To share with parents of the victim and bully, incidents of serious and /or persistent bullying.

To help children enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about themselves.

To keep up to date with Anti-bullying training.

To teach a curriculum that includes anti-bullying, anti-discrimination, online safety and equality.

### **Parents/Carers**

To support the school's anti-bullying policy, particularly if their child is identified as a victim or perpetrator of bullying.

To have an understanding of what bullying is and what it is not.

To be vigilant for signs of bullying behaviour, looking for unusual behaviour in their children. For example, they may suddenly decide they do not wish to attend school, they may feel ill regularly or not be doing as well with their work.

To report to the school any concerns they have.

To talk to their children about keeping safe and being happy, including online.

To talk to their children about how we should enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about ourselves.

To make sure that their children can identify a trusted adult in school who they would talk to if they had a worry.

## **Pupils**

To support the school's anti-bullying policy,

To follow the Academy's values to make Yarborough a happy and safe place to learn for everyone,

To report any concerns they have regarding themselves or other pupils,

To identify at least one trusted adult who they can talk to,

To try to help their friends by being supportive, talking to them and help keep them safe following the school's policies,

To learn about the ways in which we can help ourselves and keep ourselves safe from bullying, including on the internet.

## **Monitoring**

Consistency of implementation and impact will be monitored through:

- Monitoring of bullying incidents by the Safeguarding Lead,
- Analysis of pupil questionnaires,
- Analysis of parental questionnaires,
- Safeguarding staff and governor meetings.

## **Reference Documents and Policies**

Preventing and Tackling Bullying 2017

Working together to Safeguard Children 2024

Keeping Children Safe in Education 2023

Equality Act 2010

Equality Duty 2023

Human Rights Act 1998

Malicious Communications Act 1988

Protection from Harassment Act 1997

Communications Act 2003

Education and Inspections Act 2006

## **Related Policies**

Child Protection and Safeguarding Policy

Online Safety Policy

Behaviour and Relationships Policy

Equality Policy

CPOMS Policy

Relationships and Sex Education Policy (RSE)