



Yeoman Park Academy

Anti-bullying Policy Appendix

September 2020

Office use

Published: September 2020	Next review: September 2021	Statutory/non: Statutory	Lead: Courtney Hoop
Associated documents:			
YPA Behaviour Policy YPA Safeguarding Policy			
Links to:			
<ul style="list-style-type: none"> • DAT Behaviour Policy: https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf <p>DCSF Guides</p> <ul style="list-style-type: none"> • Embedding anti-bullying work in schools – DCSF – 00656-2007 • Homophobic bullying – DSCF – 00668-2007 • Cyberbullying-DCSF-00658-2007 • Bullying involving Children with Special Educational Needs and Disabilities – DCSF00373-2008 Equality Act 2010 <p>http://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/dcsf-safe-learn-guides</p>			

Introduction

Yeoman Park Academy is committed to providing a safe, caring and friendly environment for all our pupils to allow them to feel safe and secure, to learn effectively, to develop positive self-esteem and to help them maximise their potential.

'The right to be left alone is the most comprehensive of rights and the right most valued by civilised people' (Anon)

We do not tolerate bullying in any form. We want our pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community. The academy will develop a pupil friendly version to be displayed in classes, where appropriate.

Roles and Responsibilities

The Senior Principal has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying coordinator in the Yeoman Park Academy is: Courtney Hoop

Their responsibilities are:

- policy development and review involving pupils, staff governors, parents/carers and relevant local agencies
- implementing the policy, monitoring and assessing its effectiveness in practice
- ensuring evaluation takes place and that this informs policy review
- managing bullying incidents
- managing the reporting and recording of bullying incidents
- assessing and coordinating training and support for staff and parents/carers where appropriate
- coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Emily Scales

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Safe to Learn: embedding anti-bullying work in schools 2007)

There are many definitions of bullying, but most have three things in common:

- it is deliberate hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

Occasionally an incident may be deemed as bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, racist, or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing: sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Signs and symptoms (from Stop Bullying! KIDSCAPE)

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

- Is frightened of travelling to or from school
- Is unwilling to go to school
- Begins to do poorly in school work
- Becomes withdrawn
- Regularly has clothes or belongings damaged
- Becomes distressed or stops eating

- Has injuries which are difficult to explain
- Has difficulty sleeping or concentrating
- Has possessions that 'go missing'
- Is frightened to say what's wrong
- Attempts to self-harm or runs away

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

Reporting and Responding to Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils and staff so that they can work and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively.

Tackling bullying in Yeoman Park Academy matters because:

- Bullying makes people unhappy
- Pupils who are being bullied are unlikely to concentrate fully on their school work
- Some pupils may not want to come to school
- Pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour
- Schools which do not take action against bullying build a reputation as an effective, caring school

Our school has clear systems to report bullying for the whole school community this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders)

Procedures

All reported incidents will be taken seriously and investigated involving all parties

The steps school will take:

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation – solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully

Recording Bullying and Evaluating the Policy

Recording all bullying and prejudice based incidents is one of the ways in which a school may show that it has 'due regard for fostering good relations as well as eliminating discrimination, harassment and victimisation and thus demonstrates compliance with the Equality Act 2010

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying co-ordinator

Any incidents of bullying will be recorded on the schools Incident Form (attached). These forms are then read by the Principal who will filter these out for action

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors as part of the annual report.

This policy will be reviewed and updated annually

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Yeoman Park Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involvement in SEAL including Anti-bullying behaviour Unit where appropriate
- PHSE/Citizenship
- Specific curriculum input on area of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground buddying
- Parent information events/information
- Staff training and development for all staff

National documents

Safe to Learn – DCSF Guidelines

- Embedding anti-bullying work in schools – DCSF – 00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying-DCSF-00658-2007
- Bullying involving Children with Special Educational Needs and Disabilities – DCSF003732008
- The Equality Act 2010 www.teachernet.gov.uk/publicatoins
- Cyberbullying – supporting school staff
- Cyberbullying – A whole-school community issue

Incident Form

<u>Date/Time</u>	<u>Pupils Name</u>	<u>Staff name filling in form</u>
<u>Safe space</u>		
<u>MAPA hold</u>		
<u>Type of incident</u>	<u>Place of incident/triggers</u> <u>Staff/pupils victims</u>	
Physical Verbal Racist Homophobic		
<u>Description of behaviour</u>		
Add A if attempted at side of behaviour		
Property damage?	Yes/no	
Accident form	Yes/no	
First aid	Yes/no	
Management of incident		
Class discussion and actions		

Description of Incident

SLT Investigation and actions agreed

Bullying Incident