



# MacIntyre Academies Endeavour Academy

## Anti-Bullying Policy

Version	Purpose/Change	Responsibility	Date
5	Numbering of sections updated throughout	Principal	May 2025

<b>Person Responsible:</b>	Principal/ Behaviour Lead
<b>Type of policy</b>	Non-statutory
<b>Date of first draft:</b>	Dec 2015
<b>Date adopted by MAT Board</b>	Dec 2015
<b>Date approved by the LAB</b>	Jan 2016
<b>Date of implementation</b>	Jan 2016
<b>Date reviewed:</b>	May 2025
<b>Date of next review:</b>	May 2027

## 1. Purpose

This policy sets out the procedures governing the action to be taken in respect of bullying concerns relating to Children and Young People at Endeavour Academy.

## 2. Scope

This policy applies to all MacIntyre Academies employees, including volunteers and supply/agency staff, as well as Local Advisory and Trust Board Members.

## 3. Introduction

This policy is written in accordance with:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Keeping Children Safe in Education 2024
- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies, July 2017
- Cyberbullying: Advice for headteachers and school staff
- SEND Code of Practice 0-25 years, 2014

The policy should be read alongside Endeavour Academy's:

- Safeguarding & Child Protection
- Behaviour Support Policy
- Online Safety Policy
- Complaints Policy
- Consequences and Exclusion Policy
- Young People Voice Policy

This policy should be read alongside Macintyre Academies' Compassionate Schools Policy

## 4. Definition of Bullying

Bullying may be defined as "Behaviour by an individual or group, usually repeated over time and on purpose, that intentionally hurts another individual or group either physically or emotionally". It is an abuse of power. It can be planned and organised, or it may unintentional. Bullying results in pain and distress to the victim.

There is no legal definition of bullying, however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault

- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting. embarrassing (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: Relating to race, religion or culture. Can include Racial taunts, graffiti, gestures
- Sexual/sexist: Unwanted physical contact or sexually abusive comments
- Homophobic: Abuse because of, or focussing on the issue of sexuality
- Verbal: Name calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email and chat room misuse  
Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera & video facilities

Our young people also may be vulnerable to bullying related to their Special Educational Needs, appearance or health conditions, or related to their home circumstances (they may be home carers, or Children We Care For).

#### 4.1 Bullying and Autism

Children with an autism spectrum condition (ASC) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with an ASC diagnosis to understand other people's intentions, and makes them an easy target for bullies. Because children and young people with autism may be unaware that others 'judge' their behaviour they may be especially vulnerable to bullying in the community.

Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASC. For example:

- a vulnerable pupil may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him/her to do things for them.
- a pupil with autism may become obsessional about another pupil and targets them in either a positive or negative way. Pupil A may frequently shout at pupil B not because he wants to upset him but because he is curious about pupil B's reactions.
- a pupil can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the pupil learns about the impact of their remarks and how to interact more appropriately.
- a pupil may also present behaviour of concern as their way of communicating and interacting.

We are committed to support all our young people to make positive choices, have positive interactions with peers and learn to use personalised communication techniques. Staff observe and support peer interaction and ensure that close supervision is always present.

Young people with autism may find other people's feelings difficult to engage with, or overwhelming. They may also be extraordinarily sensitive to the feelings of others to the point of overwhelm. At Endeavour Academy young people are learning about positive interactions and relationships throughout the day via modelling, Relationships and Sex Education (RSE), Personal Social Health & Economic (PSHE) provision, Personalised Social Stories etc.

## 4.2 Bullying and Severe Learning Disabilities

Someone who has a severe learning disability will:

- have little or no speech
- find it very difficult to learn new skills
- need support with daily activities such as dressing, washing, eating and keeping safe
- have difficulties with social skills
- need life-long support

Young people at Endeavour are highly unlikely to have the cognitive abilities required to have the intention to cause distress to another individual over time, although they will present challenging behaviour to peers as a way of communicating their needs. Pupils are encouraged to reflect on how their behaviour may impact on others.

## 4.3 Bullying and Wellbeing

*'Mental health is defined as a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community'* (Promoting Mental Health: Concepts, Emerging Evidence Practice. World Health Organisation (WHO), 2005)

At Endeavour Academy we want to provide an environment that promotes good wellbeing, and prevention of bullying and discrimination. Bullying has a significant impact on young people's emotional wellbeing and identity.

We understand that disruptive, bullying or challenging behaviour can be a result of difficulty to express distress. We support the emotional needs of those who are bullied and who bully others.

We must respond to bullying effectively, listening to and observing young people to prevent young people from developing other coping strategies such as self-isolation or self-harm, which would affect their ability to engage in learning and their wider relationships. Due to our young people's understanding and communication difficulties staff must observe and monitor any behaviours which could be classified as bullying as well as any changes in behaviours indicating a young person has been bullied.

Young people at Endeavour Academy might present behaviour of concern as their way of communicating and interacting. We are committed to support all our young people in making

positive choices, have positive interactions with peers and learn to use personalised communication techniques. Staff observe and support peer interaction and ensure that close supervision is always present.

## 5. Key contacts in School

Leads who have a special interest in bullying are the safeguarding leads for school and the Trust (see Endeavour Safeguarding Policy).

## 6. Underlying Principles

At Endeavour Academy we are committed to providing a caring, friendly and safe environment for all of our young people so they can learn in a relaxed and secure atmosphere. We are inclusive and celebrate diversity. Bullying of any kind is unacceptable at Endeavour Academy. If bullying does occur, we want all pupils to be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff so it can be dealt with.

We believe that:

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.

We promise that:

- We will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.
- All involved will be supported and we will work together towards the mending of relationships.
- External support will be explored in more complex cases.

## 7. Aims

We aim to provide a caring, positive and safe environment, where children feel safe, secure and respected, where they feel protected and confident that they will be listened to. We recognise that our children are vulnerable to bullying and some have experienced or witnessed it. We aim to:

- Teach our pupils how to treat each other with respect.
- Enable pupils to understand when they are being bullied and to give them strategies to be able to express themselves and deal effectively with these situations, wherever they may occur.
- Make pupils and parents feel assured that they will be supported when bullying is reported.
- Seek to learn about good practice in anti-bullying, from other schools, organisation and the local authority.

## 8. Objectives

To achieve our aims we will ensure that:

- All Local Advisory Board members, teaching and non-teaching staff and parents have an understanding of what bullying is, be aware of the signs of bullying and how to raise concerns. We teach pupils about being kind to people understanding how their behaviour might impact others. We deal with any concerns sensitively and effectively.
- We train and support staff to promote positive relationships and implement the Endeavour Academy curriculum, supporting social development for pupils.
- We discuss, monitor and review our anti-bullying policy on a regular basis at team meetings and LAB meetings.
- All parents know what the Endeavour Academy policy is on bullying, and what they should do if they have concerns about bullying.
- We respond to all concerns raised about bullying, reporting back on actions taken.
- We involve other agencies in developing our policy and practice, seeking advice and training.

## **9. Responsibilities**

### **9.1 Principal**

- To oversee the implementation of the policy, including in induction and ongoing training for staff, volunteers and pupils on placement and to oversee the review and updating of the policy every two years.
- To ensure appropriate and timely training is delivered to all staff.
- To ensure the ethos of a caring, respectful and safe environment is evident throughout the Endeavour Academy.
- To ensure effective joint working with MacIntyre Discovery Academy, MacIntyre Quest Academy, MacIntyre Venture and other organisations/agencies.
- To make recommendations to LAB for any amendments to policy or procedure.
- To ensure appropriate learning opportunities, regarding bullying, are delivered to pupils.
- To oversee the monitoring and investigation of all allegations of bullying, ensuring parents are informed and that appropriate interventions are put in place.
- To review bullying data on a half termly basis.
- To analyse data and report to the local advisory board on bullying incidents and concerns on a termly basis.

### **9.2 All Staff**

- To notify their line manager of incidents of bullying and to follow the appropriate Endeavour Academy procedures.
- Senior leaders are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings.
- All employees have a duty of care that requires them to act in the young person's best interest and to treat all young people we support fairly, with respect and understanding.
- All persons have a duty to report any concerns about bullying to the Principal, or if appropriate to the LAB.
- To respond to all young people in a calm and positive manner.
- To provide positive role models to all pupils ensuring that their behaviour reflects the good practice of the Endeavour Academy.
- To value every young person and their right to learn free from bullying and discrimination.
- To enable and support pupils to understand what bullying is, how it may affect them and

others and how to manage challenging situations.

- To work with their team, staff in other settings, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach.
- To liaise with other agencies regarding the prevention of bullying relating to pupils following inclusion programmes.

### **9.3 Volunteers and pupils on placement/work experience**

- To follow the anti-bullying policy and guidance given.
- To request support and advice when necessary.

### **9.4 Our Pupils**

- To respect those around them and treat them as they would wish to be treated.
- To work with staff to develop and follow a set of ground rules.
- To communicate with staff if another young person is causing them upset.

### **9.5 Parents and carers**

- To keep the Endeavour Academy informed about concerns, problems and family circumstances which may affect their child's behaviour or wellbeing.
- To work with staff to plan and implement individual support plans that recognise and combat bullying.

## **10 Procedures**

### **10.1 Why is it Important to Respond to Bullying?**

Bullying hurts and can have a long term and serious impact upon a person's life and wellbeing. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to be supported in order to understand their action and mend their relationships.

All educational settings have a responsibility to respond promptly and effectively to issues of bullying. At Endeavour Academy we understand that bullying may be considered a form of abuse and will be treated as a child protection/safeguarding concern. We also understand that bullying may be a criminal matter under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

### **10.2 Prevention**

At Endeavour Academy we are committed to preventing bullying. We use the following methods:

- We provide young people with clear message and expectations to promote respectful relationships, language, and positive behaviour.
- We recognise and celebrate diversity.

- We encourage students to follow the school rules/values.
- We ensure that pupils have appropriate targets relating to behaviour.
- Our Wellbeing curriculum helps pupils to understand how to stay safe and look after personal wellbeing.
- We support pupils to develop the personal, social and emotional skills that help protect them from bullying.
- Pupils are taught and encouraged to communicate with staff if another young person is causing them upset.
- All pupils have social skills targets.
- We address online safety with pupils and parents/carers.
- We have defined levels of supervision for pupils between lessons, at breaks and lunchtime.
- Provide pupils with safe places and people that they can go to if they are feeling vulnerable.
- Using social stories about bullying.
- Displaying signs saying what to do if pupils are worried or upset.
- We encourage our young people to make complaints.

### 10.3 Interventions

- Pupils and parents/carers can raise concerns with any member of staff about bullying, or report an incident of bullying. Lead people are identified in the Safeguarding and Child Protection Policy.
- Staff will record and investigate all incidents of reported bullying promptly using the Endeavour Academy's standard incident recording form or a concern form.
- Any alert will be responded to by a member of the school's safeguarding team.
- The school will respond to any alerts or concerns involving its pupils, even if it has taken place outside of school.  
Appropriate investigations will be undertaken to gather the facts about any alleged bullying incident in or out of school.
- The DSL will make a referral to the Local Safeguarding Partners or police if appropriate.
- Parents/carers will be informed and, in serious cases, will be asked to come in to a meeting to discuss the problem.
- Interventions will be planned to enable pupils to recognise what bullying is and to develop strategies to overcome it.
- Short- and longer-term monitoring will be used to ensure that strategies to overcome a bullying incident have been successful.

### 10.4 Supporting a victim of bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- active listening;
- close working with pupil's family/ guardians
- advice;
- assertiveness training;
- named pupil/ staff member to provide appropriate support;
- regular checking with the pupil regarding their wellbeing.
- working with external agencies such as LD CAHMS.
- Trauma programme (supported by external agencies)

## 10.5 Supporting a student (s) who present bullying behaviour

We understand that any behaviours have a reason and support is needed for both parts of a bullying incident. It is important that bullying behaviours towards other is challenged and emotional support is provided. Strategies to support pupils who present bullying behaviours towards other may include:

- Active listening
- Working closely with pupil's family/guardians
- Social stories and social groups
- Working with external providers such as LD CAHMS

## 10.6 Outcomes

- Where necessary interventions will be planned to help bullies to acknowledge their responsibility, to recognise the harm caused and to support them to change their behaviour.
- The student/s who have been bullying may be asked to genuinely apologise.
- If possible, the young people will be reconciled.
- All necessary steps will be taken to safeguard the victim as well as student/s who bullied other or others.
- As per our Behaviour Support Policy we will not impose a generic sanctions system for bullying incidents or other acts, instead we take a "some actions bring particular consequences" stance to support learning.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not recur.

## 10. Monitoring Compliance and Impact

We will review this policy at least once every two years, or following an incident that suggests the need for review. We will also take into account developments in technology that impact on bullying. At every review any changes will be approved by LAB.

### We will monitor bullying by:

- Recording and investigating all reported incidents of bullying
- Reviewing records every half term
- Reporting on bullying to the LAB on a termly basis, or as requested

### We will consider that we are succeeding if:

- Students communicate they would go to a member of staff if they were feeling unhappy or worried.
- Staff demonstrate understanding of this policy.
- Analysis of data shows a decrease in reported incidents of bullying.

## 11. Appendices:

1. Signs and symptoms of bullying
2. Expert Advice and Specialist Organisations

**Historic changes:**

Version	Purpose/Change	Responsibility	Date
V3	Section 4 – rephrasing Section 6 – rephrasing Section 8 – clarification that students will be supported to understand their actions and mend their relationships	Principal	18 December 2020
V4	Section 3 – changed to reflect updated Guidance Section 3 – changed ASD to ASC Section 3 – Addition to reflect Severe Learning Difficulties Section 3 – Cross reference to Safeguarding policy and deletion of specific details Section 6 – Removed anti-bullying week and made changes to reflect pupils' ability to understand bullying and the policy Section 7 – Changed to reflect communication needs of pupils Section 8 – changes to reflect new terminology and communication needs of pupils Section 9 – changed "say" to "communicate" for a SLD cohort Further updates following LAB scrutiny: - Clarification that young people with autism can find other people's feelings difficult to engage in. Changed to 'we will work towards mending all relationships'	Principal/Behaviour Lead	June 2023

## APPENDIX 1

### Signs and Symptoms – a useful checklist

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

- is frightened of travelling to or from Endeavour Academy
- doesn't want to go on the Endeavour Academy / by taxi, public bus or by walking
- Changes in behaviours
- Changes in affection (showing much more or much less affection than usual)
- is unwilling to go to Endeavour Academy (school phobic)
- begins to truant /non attender
- becomes withdrawn anxious, or lacking in confidence
- decrease or increase in functional communication
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in Endeavour Academy work
- has possessions which are damaged or " go missing"
- 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 & jumpy when a cyber-message is received
- begins to harm or cut themselves
- begins to wet or soil themselves at night

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

## APPENDIX 2

### Expert Advice and Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Trauma – Beacon House ([beaconhouse.org.uk](http://beaconhouse.org.uk)), Children Society ([childrensociety.org.uk](http://childrensociety.org.uk)).

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

#### LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

#### SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

#### Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.