



EBOR ACADEMY TRUST

Policy Number

3

Behaviour Policy

Anti-Bullying Policy: Appendix A

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1. Introduction

The Board of Trustees is responsible for setting the general principles that inform their behaviour policy and for setting out the sanctions to be adopted for pupil misbehaviour. However, where applicable, responsibility is delegated to the individual school's Headteacher or Local Governing Body.

The primary aim of the Ebor Academy Trust Behaviour Policy is to promote positive and respectful relationships between staff and pupils. We expect that each of our academies develops their own individual system for managing behaviour that is reflective of the needs of their context. Through regular CPD and liaison with the Trust Lead for Behaviour we expect that all of our academies build a system that is consistent, restorative and relational. We passionately believe that teaching children the importance of reflecting on their behavioural choices and an awareness for how that may impact on others is a crucial life skill.

Through the delivery of the Personal and Social Health Education curriculum and our prioritisation of pupil wellbeing we will teach children how to make good choices and make positive contributions to their school and wider community. All staff will encourage pupils to uphold the core values that underpin each individual school's ethos and culture.

We know that good behaviour is an essential factor in achieving successful teaching and learning and every adult has a vital role to play in modelling, encouraging and supporting good behaviour. The Ebor Academy Trust has high expectations of behaviour from all students/pupils in and out of classes, around the school and when on school visits. Each school has school rules and staff do not ignore unacceptable behaviour. Having high expectations, acting as positive role models and rewarding students/pupils enables us to promote positive behaviour. These principles and policy should be read in conjunction with the Ebor Academy Trust Anti-Bullying Guidance.

It is vital that each of our Academies approach behaviour management in a restorative child centred perspective. Encouraging pupils to learn valuable lessons from any wrongdoings. Staff will always try to use any potentially negative behaviour as an opportunity to educate pupils and increase empathy and tolerance amongst class communities. Where a child has some significant and additional needs that may prevent them from understanding clearly the rules or wrongdoings we would expect that time is taken to work with all parties in a way that is inclusive and allows for all children's voices to be heard and understood. Where a behaviour system requires specific differentiation and additional scaffolding to help aid a pupil's access to it, then the staff working with the child involved will make that judgement call.

Our behaviour policy also overlaps with our safeguarding policy and our exclusion policy. We believe it is critical that we look at pupils' behaviour holistically therefore our understanding of children's safety and wellbeing is critical in our approach to dealing with behaviour outcomes. Equally our expectations of behaviour and our response to unacceptable behaviour is key to underpinning a safe, secure and healthy overall school environment.

2. Principles for the effective promotion and management of good behaviour in schools in the Ebor Academy Trust

- 2.1. Children need encouragement, approval and kind words in order for good behaviours to be reinforced
- 2.2. Staff will focus on praising children making the right choices, as opposed to catching them breaking school rules
- 2.3. Staff will use an appropriate tone and volume with children and not lose their temper – they control situations assertively and calmly, allowing the children to choose to follow the school rules or face consequences
- 2.4. Clear consequences are in place, with a graduated response, for any children who don't choose to follow the school rules.
- 2.5. Schools in the Trust will have an ethos that ensures everyone in the school community feels safe, valued and respected
- 2.6. We will encourage pride and respect for the schools in the Trust and uphold their good name at all times
- 2.7. We give children time to discuss how they feel and we work with children to repair any harm that has been caused whilst teaching children the importance of right and wrong.
- 2.8. Schools will promote good behaviour by forging positive working relationships with all stakeholders. Mutually respectful relationships will be promoted between all adults and children involved with the school.
- 2.9. Expectations will be communicated clearly and school rules and boundaries will be applied consistently and clearly
- 2.10. The education and prevention of all forms of bullying among students/pupils will be a high priority
- 2.11. The expected code of behaviour will be displayed widely around schools and communicated to parents/carers via each school's website
- 2.12. Procedures for behaviour management and sanctions will be set out in each of our individual Academies behaviour management policies. Each system will be followed as appropriate to the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances
- 2.13. Each of our academies will ensure that there is a fair and equal focus on positive behaviour choices by recognising those children who regularly make good choices and consistently demonstrate adherence to the school rules.

2.14. Positive behaviour in our schools Includes but is not limited to:

- a) Trying hard to do their best
- b) Being kind and speaking politely to everyone in the school community
- c) Respecting other people, their possessions and school property.
- d) Being helpful
- e) Asking for help or telling an adult if they are unhappy
- f) Accepting responsibility for mistakes that are made
- g) Overcoming adversity
- h) Showing mutual respect and tolerance
- i) Telling the Truth
- j) Thinking of others first

2.15. Unacceptable Behaviour in school:

- k) Lack of respect
- l) Disrupting the learning of others or themselves
- m) Deliberate disobedience
- n) Violence towards staff and other children
- o) Threatening behaviour including bullying
- p) Discrimination
- q) Deliberate vandalism of school property
- r) Foul and abusive language
- s) Racism
- t) Harmful and risk taking behaviour that jeopardizes the safety of themselves or others
- u) Sexual violence or harassment

2.15.B Preventative approaches to supporting children with challenging behaviour.

Where a child is showing that they are struggling to adhere to the rules, routines and boundaries of the school behaviour system support will be offered. This may require a behaviour plan that looks to identify triggers of misbehaviour, and what the child requires in order to support them to better understand and regulate within the parameters of the school environment. The partnership of parents and carers is crucial to the successful implementation of this plan, and the school will always look to work in partnership with parents and carers in order to provide the child with a consistent, clear and life affirming message.

At Ebor Academy Trust we take our duty of citizenship very seriously, and all of our Academies will work with trauma informed approaches, to ensure each individual child is able to grow through our school in order to integrate into society as positive, well rounded and safe citizens. We believe passionately in ensuring that the behaviour system that we promote, is about building skills for life, and ensuring that all of our school environments are safe, well ordered and calm spaces to learn and grow. Our behaviour system will not only reward and recognise positive choices but teach children the importance of accountability and responsibility for actions that may harm or hurt others. This is why supporting children who are struggling with the rules and routines of school is a critical part of our preventative approach.

- 2.16. If a child's poor behaviour continues to escalate, or the gravity of an incident is deemed to warrant such a decision, then the Head teacher may make the decision to issue a period of internal isolation. This will involve for a fixed period of time a removal from the classroom, and time away with an adult carrying out a period of reflection on their behaviour, completing work that is required and building back up to a reintegration into the learning environment.
- 2.17. In the more severe cases the Headteacher may need to issue a fixed term suspension, and this will be implemented in accordance with the suspensions and exclusions policy. This will always be a last resort if a child is continuing to show repeated disruption, refusal or in the most extreme of cases an incident that could not have been predicted or prevented that will warrant the child having a period of time away from the school site.
- 2.18. The Trust sexual abuse and harassment guidance clearly states that any alleged incidents of this nature will be subject to a thorough investigation process. Ultimately this may result in the issuing of sanctions that could warrant a potential period of suspension or internal isolation. Ebor Academy Trust do not tolerate or condone any form of sexual abuse or harassment and are committed to educating all children and young people in ways that empower them to speak out against maltreatment and abuse.

3. Contextual Adaption

Each School will insert an overview that explains their school's uniqueness and approach to implementation of their behaviour system and Ethos.

4. Monitoring and evaluation

This policy will be reviewed biannually and approved by the Board of trustees.

Policy Number

3 – Appendix A

Appendix A: Anti-Bullying Policy

Academies are required to draw up and implement anti-bullying guidance through the Independent Schools Standards Regulations 2010.

This guidance outlines the Ebor Academy Trust policy and practice to prevent and tackle bullying so that children are educated in a safe, secure and nurturing environment. We are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children and young people will be tolerated.

1. Governors, staff, students and pupils in all schools in the Trust will:

- 1.1. Discuss, monitor and review the anti-bullying guidance on a regular basis
- 1.2. Support all staff to promote positive relationships and identify and tackle bullying appropriately
- 1.3. Ensure that student/pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that students/pupils feel safe to learn; and that they abide by the anti-bullying guidance
- 1.4. Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying guidance
- 1.5. Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

2. Definition of bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The five main types of bullying are:

- 2.1. Physical (hitting, kicking, theft)
- 2.2. Verbal (name calling, racist, homophobic remarks)

- 2.3. Indirect (spreading rumours, excluding someone from social groups)
- 2.4. Cyberbullying (defined as ‘the use of Information and Communications Technology (ICT)) particularly mobile phones and the internet, used deliberately to upset someone else. It can be used to carry out all the different types of bullying (such as racist bullying, homophobic bullying or bullying related to SEN and disabilities). Cyberbullying includes inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.
- 2.5. Sexual harassment or abuse (involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault)

2B. Bullying Versus Conflict

It is essential to distinguish between peer conflict and bullying, as the two require different approaches for resolution. While both can be distressing, peer conflict involves a one-off or occasional disagreement between pupils who have a difference of opinion or a heat-of-the-moment fallout. These isolated incidents—such as a single argument on the playground, a spontaneous disagreement over a game, or a one-time unkind remark—do not necessarily constitute bullying. The school will always look to work with pupils to educate them on how to manage conflict, disagreement and negative feelings related to this.

3. Forms of bullying covered by this guidance

Bullying can happen to anyone. This guidance applied to all types of bullying including:

- 3.1. Bullying related to race, religion or culture
- 3.2. Bullying related to LDD (learning difficulties or disability)
- 3.3. Bullying related to appearance or health conditions
- 3.4. Bullying related to sexual orientation (homophobic bullying)
- 3.5. Bullying of young carers or looked after children or otherwise related to home circumstances
- 3.6. Sexist, sexual and transphobic bullying

4. Action to be taken if bullying occurs

- 4.1. Victims are supported and reassured. They are offered help and support in dealing with the consequences of the bullying and to help them deal more effectively with any future bullying.
- 4.2. Perpetrators are made to realise that bullying is unacceptable and that it will not be tolerated.

- 4.3. Children and staff are made aware of their responsibilities in stopping bullying from happening. It is everyone's responsibility to prevent it and children are helped to understand that it is acceptable (and important) that they report bullying when they know that it is happening.
- 4.4. Parents when appropriate are made aware when their child is being bullied, or is bullying someone else.
- 4.5. Midday supervisory assistants and other support staff are aware of the policy on bullying and appropriate action to take when it occurs.
- 4.6. School policy on Behaviour emphasises the need to care for and respect other people.

5. Approaches to prevent bullying

Leadership in the Trust will promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying guidance. Staff are expected to actively demonstrate positive behaviour and set a positive context for anti-bullying work in the schools. The schools in the Ebor Academy Trust will adopt a range of strategies to reduce bullying and to tackle it effectively if it does occur. The schools will:

- 5.1. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, particularly through each school's personal and social health education curriculum.
- 5.2. Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and through the School Council. This will include PSHE and Citizenship classes which can be used to discuss issues around diversity and draw out anti-bullying messages.
- 5.3. Train all staff to identify bullying and follow the Ebor Academy Trust guidance and procedures on bullying, including recording incidents of bullying.
- 5.4. Actively create "safe spaces" for vulnerable children and young people and provide structured play opportunities at lunchtime and by using older children acting as play leaders.
- 5.5. Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- 5.6. Make use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional skills
- 5.7. Use whole-school and key stage assemblies to raise awareness of the anti-bullying guidance
- 5.8. Provide age appropriate events which can prompt further understanding of bullying such as theatre groups, exhibitions and current news stories

6. Involvement of students/pupils

We will:

- 6.1. Regularly canvas children and young people's views on the extent and nature of Bullying, this forms part of our ongoing pupil voice work. Giving pupils the opportunity to share how they feel on many aspects of school life including bullying.
- 6.2. Work to educate all pupils on the harm and dangers of bullying behaviour. Teaching children about the importance of using kind words and respectful actions and interactions.
- 6.3. Ensure students know how to express worries and anxieties about bullying
- 6.4. Ensure all students/pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- 6.5. Involve students/pupils in anti-bullying campaigns in schools with a curriculum enhancement week each autumn term
- 6.6. Publicise the details of help-lines and websites
- 6.7. Offer support to students/pupils who have been bullied and to those who are bullying in order to address the problems they have
- 6.8. Ensure there are opportunities for students/pupils to have a say about school issues
- 6.9. Ensure children understand who are the safe people in school they can confide in with their worries.
- 6.10. Ensure children feel listened to and understood when they raise a concern of alleged bullying.

7. Liaison with parents and carers

We will:

- 7.1. Ensure that all parents/carers know who to contact if they are worried about bullying.
- 7.2. Ensure all parents/carers know the correct channels to follow if they need to raise a concern with the school
- 7.3. Ensure all parents/carers know where to access independent advice about bullying.
- 7.4. Work with all parents and the local community to address issues beyond the school gates that give rise to bullying, utilising the school's PSCO wherever necessary.
- 7.5. We will carry out a thorough investigation into any alleged bullying incidents. This will involve compiling witness statements and gathering pupil's views and feelings. The victim and alleged perpetrator will also provide statements as part of an investigation into bullying.

8. Graduated Approach to addressing a parental concern relating to bullying

- Step one- Parent reports a concern of alleged bullying. This will be addressed by the classteacher
- Step Two- If the Parent feels that the child is continuing to be bullied and this is not getting addressed this will be further investigated by a senior leader.
- Step Three- If the parent remains dissatisfied then the headteacher will investigate the claims of bullying and meet with the parents to address these concerns,

At every stage the child's views and voice will be sought. Evidence will be collected in order to make a fair and a balanced assessment of the situation. Support will be offered to the child who is experiencing the incident of alleged bullying.

Where there is evidence of bullying the Headteacher will consider the level of sanction that is required, and in some circumstances this could result in the implementation of a fixed term suspension.