

YAA Anti-Bullying Policy

ACADEMIC YEAR 2025-26

1.0 Rationale:

At Yas American Academy, our students' social, physical and emotional wellbeing is at the heart of everything that we do. Our pastoral program and systems aim to ensure our learners feel safe, happy and involved in the school community, and are able to thrive. This policy outlines our aim and ethos for pastoral care at Yas American Academy. It sets out procedures related to rewards and positive behavior management as well as systems in place for students that display challenging behavior or need further pastoral support. This policy also outlines the Anti-Bullying framework and should be read in conjunction with the Attendance Policy and the Digital Safety Policy.

This policy aligns with ADEK's latest Student Behaviour and Student Protection Policies (2024/25), which reinforce a preventative, proactive approach to bullying and student wellbeing.

2.0 Aims:

The school and governing body are committed to:

- Developing a curriculum with morality and personal development at the centre.
- Enabling students to develop a sense of self-worth, and strategies to develop their self-esteem and mental wellbeing.
- Providing an environment in which all students feel safe, secure and respected.
- Providing our students with the understanding and skills to enable them to value and appreciate one another, and those around them, irrespective of age, gender or race. Staff foster good manners, politeness and consideration for others.
- Ensuring that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, children, governors and the staff.
- Acknowledging that everyone has a valued role within our school community. We ensure opportunities for student leadership are developed, and students interests can be followed through our curriculum and enrichment offer.
- Ensuring that staff are clear about the behaviour expectations to help support the learning process effectively, including the school vision and ethos.
- Ensuring all pastoral practices are sensitive and supportive to individual circumstances.
- Supporting parents and students to enable them to thrive. • Enabling all staff to manage pupil behaviour effectively.
- Having a consistent school response to any bullying incidents that may occur.
- Making all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3.0 Anti-Bullying

Ethos

At Yas American Academy, our anti-bullying ethos is based on respect and cooperation between all members of our school community. Learning to live together is an intrinsic part of all learning that takes place. This is fostered through our curriculum content and wider curricula opportunities.

Complaints of bullying are always taken seriously, whether made by the victim or someone else. All staff understand the distress bullying causes and aim to handle complaints promptly, fairly, and sensitively. This aligns with ADEK's updated Student Protection and Behaviour Policies.

What is Bullying?

Bullying is any behavior which is deliberately intended to hurt, threaten, frighten or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behavior and can continue for a long period of time.

Bullying includes:

- Physical: Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence
 - Verbal: Name-calling and sarcasm Innuendo: Spreading rumours, persistent teasing
 - Emotional: Excluding, ridicule, humiliation
 - Cyber: Email, text messaging, use of Facebook and other social media, designed to upset or abuse
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or abusive comments.

4.0 Preventing Bullying

Bullying is wrong and damages individual students. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Bullying is given a high profile in the school; additionally, students are given the opportunity to learn about bullying frequently in the curriculum.

- Anti-bullying Week – The school recognizes 'Anti-Bullying Week' annually this is aligned with the UK based organization Anti Bullying Alliance. Each year there is a different theme and children are provided with class-based activities to explore these themes. During this time the school counsellor along with students (wellbeing ambassadors) delivers classroom based anti-bullying workshops throughout the school, these are followed up by whole school assemblies and circle times during the year. Students are all clear on the '5 fingers of safety' so they know who they can talk to if they are being bullied. Parent workshops are delivered during this week to raise awareness.
- Wellbeing Check-ins- We endeavor to intervene early, through the means of the Wellbeing Check-ins (KG and Lower Elementary) and Zones of Regulation check ins (Upper Elementary). Students add their concerns to the wellbeing check ins; teachers regularly check and respond promptly and appropriately to any bullying concerns.
- Student Leaders - Playtime can be an especially challenging time when misunderstandings can quickly develop, and children can feel isolated. To make playtime more active and enjoyable for our students and to ensure that all children have an opportunity to be meaningfully engaged, our student leaders monitor behaviour and seek to ensure that no children are left to play alone.
- E-Safety – At the start of the academic year, all children are taught about E-Safety in their computing lessons. Students with a 1:1 device sign an iPad contract, which details clear guidelines around staying safe online. Whole school assemblies and parent workshops are run throughout the year to continue to raise awareness to both children and parents. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

5.0 Dealing with a Complaint about Bullying

As a school, we will endeavor to:

- Take all bullying allegations seriously.
- Deal with each incident individually, without judgement or assumption.
- Regard all incidents as potentially serious and investigate them thoroughly.
- Ensure that bullies and victims are interviewed separately.
- Obtain witness information, when appropriate.
- Keep a written record of the incident, investigation and outcomes which should aim to ensure that action is taken to prevent further incidents. Such actions may include:
 - Imposition of sanctions
 - Obtaining a sincere apology
 - Informing parents of both bully and bullied
 - Provide support for both victim and bully

6.0 Wellbeing Check-ins

- Regular student check-ins using ePraise (Grades 1-12) and Zones of Regulation (EYFS).
- Teachers respond promptly and appropriately to concerns.
- Supports ADEK's early intervention and detection requirements.

7.0 Student Ambassadors

- Monitor behaviour during playtimes to prevent isolation.
- Promote inclusive and engaging activities.

8.0 E-Safety

- Taught at the beginning of the academic year.
- iPad contracts signed by students.
- Ongoing assemblies and workshops for students and parents.
- Digital safety packages required for internet access at school.
- In line with ADEK's digital protection expectations.

9.0 Responding to Bullying Complaints

When bullying is reported, we will:

- Take all allegations seriously.
- Treat each incident individually.
- Investigate all incidents thoroughly.
- Interview the victim and the alleged bully separately.
- Gather witness information where appropriate.
- Keep a written record of the incident, investigation, and outcomes.

Possible actions may include:

- Imposing sanctions.
- Obtaining a sincere apology.
- Informing parents of both parties.
- Providing support for both the victim and the perpetrator

10.0 Further Pastoral Support for Students and Families

We aim to support all students and families with their wellbeing, behavior, attendance, and other pastoral needs. We acknowledge that some students and families will need more support than is offered through the curriculum, first quality teaching and parent workshops. The Dean of Students, Head of Inclusion, Phase Leaders, Head of Wellbeing and the Safeguarding lead meet weekly to cross reference current open cases on CPOMS, and identify any families that may need further pastoral support.

Further support may include:

- Regular parent/ student meetings with the Dean of Students, Head of Inclusion, Head of Wellbeing and/or the Safeguarding lead (TAC/ TAF)
- Attendance meetings – refer to the school's Attendance Policy
- Inclusion referrals – refer to the school's Inclusion Policy
- External agency support
- Parent or student sessions with the school counsellor – refer to the school's Wellbeing Policy

Approved by: Principal | Date: August 2025

Next Review Date: August 2026

Signed: 

Principal – Ms. Sarah Griffiths