



Anti-Bullying Policy for Young People



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1. Introduction

The Youth Adventure Trust works with young people and their families. We use outdoor adventure, activities and one-to-one support to empower young people to fulfil their potential and lead positive lives in the future. We help them to build resilience, develop confidence and learn skills that will last a lifetime. The Youth Adventure Trust is committed to providing a caring, supportive and friendly environment where young people learn to value and respect each other and are challenged to reach their full potential.

The Youth Adventure Trust:

- Respects every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking managed risk and responsibility are available.
- Respects every individual's feelings and views.
- Recognises that everyone is important and that our differences make each of us special.
- Shows appreciation of others by acknowledging individual qualities, contributions and progress.

We believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

2. Purpose of this policy

- To prevent bullying from happening between young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, young people and their families about what we should all do to prevent and deal with bullying.

3. Scope of this policy

This policy applies to all children and young people aged under 18 years old who are involved with Youth Adventure Trust programmes, their parents/carers and anyone working on behalf of the Youth Adventure Trust including paid staff and volunteers.

Separate documents set out our:

- Code of conduct.
- Policies and procedures in relation to safeguarding and child protection.
- Policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation

4. Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. NSPCC Learning provides summaries of the key legislation and guidance on:

- [Bullying and Cyberbullying](#)

- [Online Abuse](#)
- [Child Protection in each nation of the UK.](#)

5. What is bullying?

Bullying includes a range of abusive behaviour that is;

- repeated,
- intended to hurt someone either physically or emotionally.

Bullying is not a one-off occasion of falling out with friends, name calling, arguments or when a trick or joke is played on someone. Bullying is where it is done several times, and on purpose.

Bullying can take many forms including:

- **Physical bullying** which can include kicking, hitting, pushing, physical assault and taking away belongings.
- **Verbal bullying** which includes name-calling, mocking, saying nasty things about a child or their family and making offensive comments.
- **Emotional bullying** which includes spreading rumours about a child, making threats, undermining a child and excluding them from a friendship group or activities.
- **Cyber-bullying** which includes excluding a child from online games, activities or friendship groups, sending threatening, upsetting or abusive messages, creating and sharing embarrassing or malicious images or videos, 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games, voting for or against someone in an abusive poll, setting up hate sites or groups about a particular child, creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

6. Recognising and Responding to Bullying

6.1 We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances bullying can cause significant harm.
- Regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, all children and young people have the right to equal protection from all types of harm or abuse.
- Everyone has a role to play in preventing all forms of bullying, including online, and putting a stop to bullying.

6.2 Signs and indicators that a child could be experiencing bullying include:

- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn and unusually quiet
- regularly feeling sick or unwell, sudden reluctance to attend organised activities
- having problems with eating and/or sleeping
- having unexplained injuries
- having unexplained behaviour changes e.g. moody, bad-tempered, tearful, unhappy
- changes in appearance

- changes in performance and/or behaviour at school.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

6.3 We seek to prevent bullying by:

- Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave in face-to-face contact and online, and within and outside of our activities.
- Holding regular discussions with staff, volunteers, young people and families who use our organisation about bullying and how to prevent it.
- Providing support and training for all staff and volunteers on dealing with all forms of bullying.
- Putting clear and robust anti-bullying procedures in place.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers and young people
- welcoming new members to our organisation.

Our regular discussions with staff, volunteers, young people and families will focus on:

- everyone's responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

6.3 What to do if you are being bullied, or become aware that someone else is being bullied:

Young people: If you are being bullied during the Youth Adventure Trust programmes, or by someone associated with YAT outside of the programme, please tell your Programme Manager, or any other YAT staff member, straight away. All their contact details are in [Appendix 1](#). If you are worried about anything else, please also let them know, including if you are experiencing bullying that's nothing to do with the Youth Adventure Trust - we will help you wherever we can.

Parents/carers: If you have any concerns related to bullying or anything else on the YAT programmes, please contact your child's Programme Manager and report it straight away. In their absence or if you prefer, you can contact any other YAT staff member or the Designated Safeguarding Lead - contact details in [Appendix 1](#).

YAT Volunteers/staff/anyone else: If you have any concerns about bullying or anything else on the YAT programmes, please report it straight away to the relevant Programme Manager or Mentoring Manager and to your YAT line manager where relevant. In their absence or if you prefer, you should contact the YAT Designated Safeguarding Lead who is the Director of Programmes and Development - contact details in [Appendix 1](#). Volunteers and staff should also complete the relevant Welfare Concern Form outlining the concern (available from your line manager), and pass this onto your line manager.

6.4 Responding to bullying

Everyone involved with the Youth Adventure Trust should remain vigilant for signs or suggestions of bullying, and respond accordingly by reporting their concern to the Youth Adventure Trust staff as soon as possible as outlined in 6.3. We recognise that bullying could happen within our organisation, and if there are no reports of bullying that shouldn't be assumed to mean it is not happening; it may just not have been reported.

Any sort of bullying will not be accepted and all forms of bullying will be addressed. Everybody has the responsibility to implement this policy and to work together to stop bullying - young people, parents, volunteers, providers and Youth Adventure Trust staff.

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied;
- the needs of the person displaying bullying behaviour;
- the needs of any bystanders;
- our organisation as a whole.

We will develop, and then review at regular intervals, an action plan to address any incidents of bullying in order to ensure that the problem has been resolved in the long term.

- Anyone who reports an incident of bullying will be listened to carefully and told what will be done with the information.
- Young people being bullied will be supported and assistance given to uphold their right to a safe environment which allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying.
- Parents/carers will be informed, and given an explanation of procedures followed and the action plan.
- Staff and volunteers working with young people will be trained to look out for signs of bullying and report this to Youth Adventure Staff as a matter of urgency as outlined in 6.3.

7. Reviewing this Policy

This policy will be reviewed on a regular basis throughout the year and any changes that are required as a result of changing or emerging legislation, policy, guidelines and best practice will be made and the policy re-circulated to all. As a minimum the policy will be reviewed and updated annually.

Person Undertaking Review / Update:

Tessa Woodrow, Director of Programmes and Development, and Designated Safeguarding Lead at the Youth Adventure Trust

Policy Reviewed / Updated: 06/03/2023

Policy reviewed and approved by:

Mark Davey, Chief Executive

Date: 06/03/23

Appendix I Youth Adventure Trust Key Contacts

Chief Executive – Mark Davey: 07811 261516

Director of Programmes & Development and Designated Safeguarding Lead – Tessa Woodrow: 07813 771551

Senior Programme Manager – Rob Warren: 07551 464449

Programme Manager and Deputy Designated Safeguarding Lead – Kerrie Lee: 07393 215835

Programme Manager - Scott Stevenson: 07799 687559

Programme Manager - Alice McAlear: 07708 218057

Resilience Programme Manager - Jonathan Hope: 07511 775246

Senior Volunteer Manager – Jon Rich: 07469 886523

Senior Mentoring Manager – Becky Brown: 07592 664679

Mentoring Manager - Abbie Allender: 07724 887005

Chairman of Trustees – Pete Redfern: 07771 842378

Board of Trustees Safeguarding Lead – Gaby Wood: 07450 294166

If you think a young person is an immediate risk of harm, call 999 straight away.

If you have concerns for a young person's welfare that you cannot raise with the Youth Adventure Trust team, please contact either the NSPCC on 0808 800 5000 / help@nspcc.org.uk, or the relevant local Child Protection team, details below.

Local Child Protection Contacts:

SWINDON

During office hours - call 01793 466903 (normal office hours are 8.30am to 4.40pm Monday to Thursday, and 8.30am to 4.00pm Friday)

Out of hours - contact Emergency Duty Service on 01793 466900

WILTSHIRE

During office hours – call the Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 (normal office hours are 8.45am to 5pm Monday to Thursday, and 8.45am to 4.00pm Friday)

Out of hours - contact Emergency Duty Team on 0300 456 0100

The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This involves conducting a thorough assessment of the social, cultural, and economic conditions of the community. Only by understanding these factors can a project be designed to be effective and sustainable.

The second part of the paper focuses on the role of community participation in the development process. It argues that communities should not be passive recipients of aid but active participants in their own development. This requires building trust and capacity within the community, as well as ensuring that they have a say in the decisions that affect them.

The third part of the paper examines the challenges of implementing community-based development projects. These challenges include limited resources, lack of technical expertise, and resistance to change. However, these challenges can be overcome through careful planning, strong leadership, and a commitment to the principles of community participation.

The final part of the paper provides a conclusion and some recommendations for future research and practice. It emphasizes the need for a holistic approach to development that takes into account the needs and aspirations of the community as a whole.