Anti-Bullying Policy

Policy Information	
Policy Owner	**Tim Mathias**
Issue Version	**1.0**
Approving Committee	**Safeguarding & Wellbeing**
Adopted Date	**SEP 24**
Review Cycle	**Bi-Annual**
Last Review Date	**SEP 26**
Next Review Date	**September 2028**

Adoption of the Policy

This Policy has been adopted and reviewed by

Signed 

Date: 23/9/26

Executive Head Teacher

Version No	Date	Summary of Changes
1.0	Mar 2023	Original document
2.0	**SEP 24**	**Updates**
3.0	**SEP 26**	**Updates**

1. Overview

At ACE schools we strive to create an environment where all pupils feel safe and can thrive and achieve both social and academically. ACE school sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

We expect all pupils to be Ready, Respectful and Safe when attending school. Staff are trained to recognise the signs of bullying and how to act on any reports of bullying and will challenge any incidents of bullying they witness within school.

2. Definition/Types of Bullying

Bullying is defined as the repetitive pattern of behaviour, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power and the bully is aware pf the impact of their behaviour

Bullying is, therefore:

- **Deliberately hurtful**
- **Repeated, often over a period of time**
- **Difficult to defend against**

In order to be considered bullying, the behaviour can include:

An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Considering the specific needs of our pupils it is important to look in depth as to whether the 'bully' is aware of the impact of their behaviour. Staff must also consider the contextual awareness of the incident (for example, does a child understand what the word they have used means?)

TYPE OF BULLYING	DEFINITION
Emotional	**Being unfriendly, excluding, tormenting**
Physical	**Hitting, kicking, pushing, taking another's belongings, any use of violence**

Prejudice-based and discriminatory, including: • **Racial** • **Faith-based** • **Gendered (sexist)** • **Homophobic/biphobic** • **Transphobic** • **Disability-based**	**Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)**
Sexual	**Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching**
Direct or indirect verbal	**Name-calling, sarcasm, spreading rumours, teasing**
Cyber-bullying	**Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites**

3. Responsibilities of staff, pupils and parents in supporting pupils

If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their chosen staff member, be offered support in terms of access to the counselling or pastoral interventions to restore self-esteem and build confidence.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

4. Preventing Bullying

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying.

These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- Incorporating the theme of positive relationships into our school curriculum and learning beyond the classroom.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Review of general and specific staff induction and continuing professional development to ensure
- staff training reflects the anti-bullying policy and practice of the school.

5. Responding to and managing incidents of bullying

If a pupil reports bullying to a staff member they will,

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Record on CPOMS

Records of bullying will be recorded and held on CPOMS to be monitored and tracked by base DSL's and the school DSL.

If reports come direct from parents' staff will discuss concerns and report the incident on CPOMS, staff will manage the situation at their respective level and if appropriate escalation to base leaders/DSL for additional support. Staff will mange incidents of bullying in different ways depending on how serious the bullying is. If a child is considered to be at risk of significant harm then in line with the school, child protection policy staff need to alert the base DSL and School DSL or DDSL.

Regular reviews of bullying logs on CPOMS take place and are reported to trustees of the school. Repat incidents are managed with bespoke plans for induvial pupils and reviews of provisions will take place if required. Where required additional training will be provided to staff to help them manage the bullying and provide support to both the victim and perpetrator.

In line with the school trauma informed behaviour approach sanctions for bullying will be looked at on an individual basis and consider additional needs of pupils to ensure and consequence is appropriate and proportionate to the incident.

ACE are aware that bullying can take place away from school and where possible will support parents and pupils within the school day. If this bullying continues staff will advise parents and pupils to report to the police and will support external agencies with any investigations required.

6. Generative artificial intelligence (AI)

Generative artificial intelligence (AI)
Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. **ACE** recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
ACE will treat any use of AI to bully pupils in line with our **anti-bullying/behaviour** policy.

7. Additional Support Links

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

- **Childnet International:** www.childnet.com

- **Digizen: www.digizen.org**
- **Internet Watch Foundation: www.iwf.org.uk**
- **Think U Know: www.thinkuknow.co.uk**
- **UK Safer Internet Centre: www.saferinternet.org.uk**

LGBT

- **EACH: www.eachaction.org.uk**
- **Pace: www.pacehealth.org.uk**
- **Schools Out: www.schools-out.org.uk**

SEND

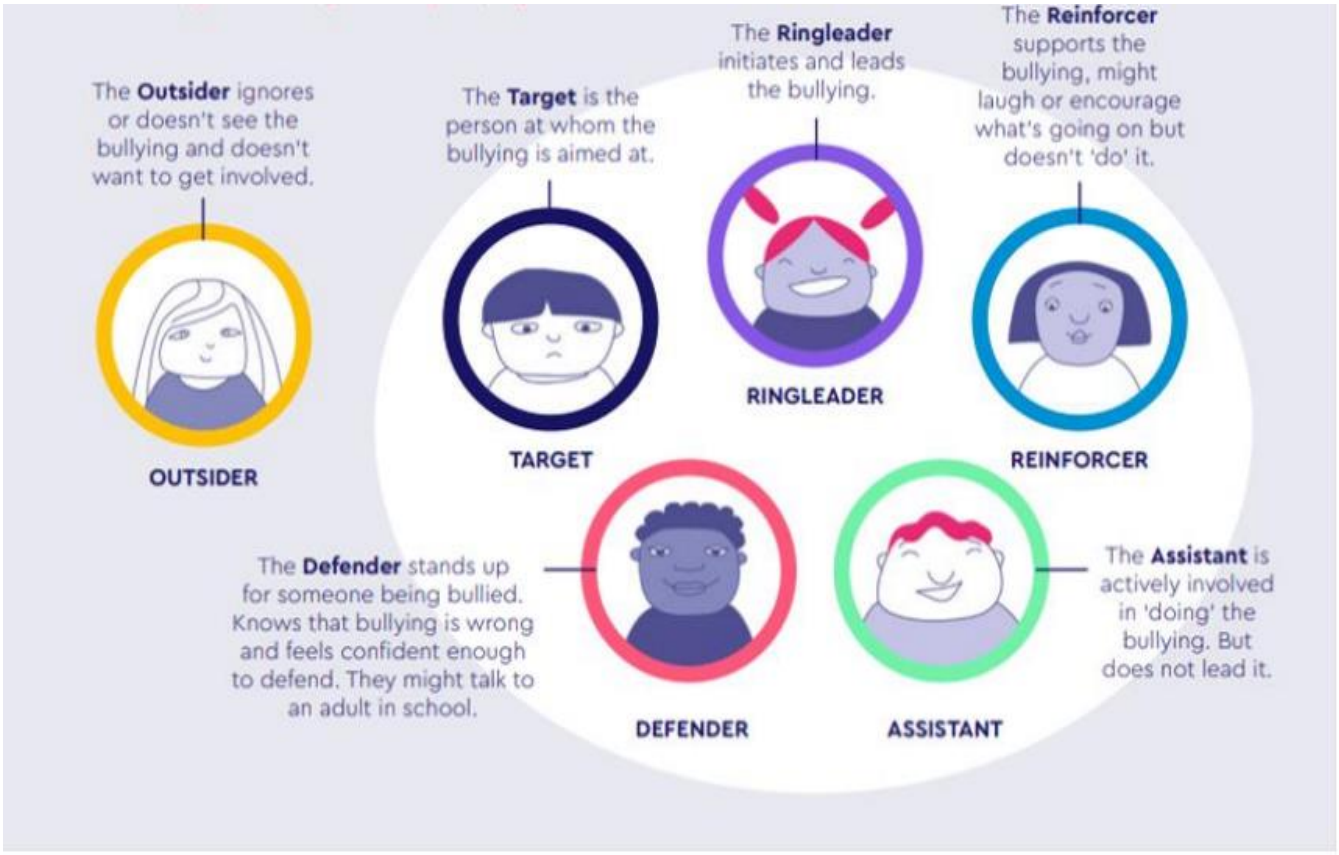
- **Changing Faces: www.changingfaces.org.uk**
- **Mencap: www.mencap.org.uk**

Racism and Hate

- **Anne Frank Trust: www.annefrank.org.uk**
- **Kick it Out: www.kickitout.org**
- **Report it: www.report-it.org.uk**
- **Stop Hate: www.stophateuk.org**
- **Show Racism the Red Card: www.srtrc.org/educational**

8. Appendix

Roles of involved in bullying incidents.


The **Outsider** ignores or doesn't see the bullying and doesn't want to get involved.
OUTSIDER
The **Target** is the person at whom the bullying is aimed at.
TARGET
The **Ringleader** initiates and leads the bullying.
RINGLEADER
The **Reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.
REINFORCER
The **Defender** stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.
DEFENDER
ASSISTANT
The **Assistant** is actively involved in 'doing' the bullying. But does not lead it.