

ANTI-BULLYING POLICY

This policy was approved by the Local Advisory Board on:	October 2023
The policy owner is:	Acle Academy
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	October 2024
Policy Version/date:	October 2023
Signed by the Chair of the Local Advisory Board:	Matthew Arrowsmith-Brown

Statement of Intent

We are committed to providing a caring and friendly environment for all our students so that they can learn in a safe and secure manner. Bullying of any kind is unacceptable at our school. If bullying does occur, students and parents should feel that they can inform us of incidents with the confidence that these will be dealt with promptly and effectively.

Objectives of this Policy

All governors, teaching and non-teaching staff, students and parents understand:

- What bullying is
- What the school policy on bullying is
- How bullying incidents should be reported and followed up
- That as a school we take bullying very seriously and that bullying will not be tolerated.

What is Bullying?

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Department for Children, Schools and Families (2007), *Safe to Learn*

‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.’

Anti-Bullying Alliance

Bullying can take a number of different forms although in reality there are often a cross-over between different types of bullying. The main types of bullying are:

- **Emotional Bullying:** Being unfriendly; deliberately excluding someone from an activity; hiding things or behaving in a tormenting way.
- **Physical Bullying:** Any use of physical force or violence
- **Verbal Bullying:** The use of name calling; sarcasm; teasing; spreading rumours
- **Racist Bullying:** Treating someone differently because of their ethnic background; may include racist taunts; gestures and careless use of inappropriate language
- **Sexual Bullying:** May include unwanted physical contact or sexually abusive comments.

- **Homophobic Bullying:** Bullying behaviours based on sexuality and prejudice about this
- **Cyber Bullying:** Bullying behaviours that take place using modern technologies such as computers and mobile phones and often involve social networking sites such as Facebook and MSN.
- **Bullying aimed at students with Special Educational Needs or Disabilities**

It should be noted that there is a fine line between friendship disputes and bullying, with a large number of reported bullying incidents stemming from broken friendships. These incidents will be followed up in the same way as other bullying incidents.

In line with the Equalities Act 2010, we are fundamentally committed to securing equality for all and will not tolerate bullying based upon prejudice or discrimination.

Signs and Symptoms

We hope that any student that is being bullied will have the confidence to tell a parent, friend or a member of the school teaching/support staff.

In some cases, students may try and keep quiet about what they are experiencing. These students may exhibit certain behaviours that could provide a sign that things are not right.

These include:

- A sudden desire not to go to school, perhaps making excuses and claiming more illnesses
- Fear over a certain aspect of school life, for example walking to or from school
- Changes in usual routine
- Appearing generally anxious, withdrawn or lacking in confidence
- Greater or less interest in school work
- Asking for more money; possessions that go missing
- Changes in eating or sleep patterns at home
- Becoming unreasonable, aggressive or attention seeking at home
- Unexplained physical marks

If parents are concerned that there is an unexplained change in their child's behaviour, happiness and general well-being, they should make contact with the school via the form Tutor, Progress Leader or member of Engage Team who will investigate further and undertake appropriate action/support

Procedures

Please see the flow chart in Appendix 1.

In reality, there are many different types of bullying incident and staff will respond to each case differently. At all times the emphasis will be on:

- Respecting the feelings and fears of the victim/their families
- Taking all allegations seriously
- Carrying out thorough investigations which are sensitive to the demands of the situation
- Maintaining discretion and not putting students at any greater emotional risk
- Being as open and honest as possible about the outcomes that have been reached without breaching student confidentiality
- Offering support where it is needed

It should be recognised that whilst we will do everything within our power to successfully investigate and deal with bullying incidents, there are times where it may be one child's word against another. In these cases we will be as just and fair as we can be and will ensure that situations are closely monitored.

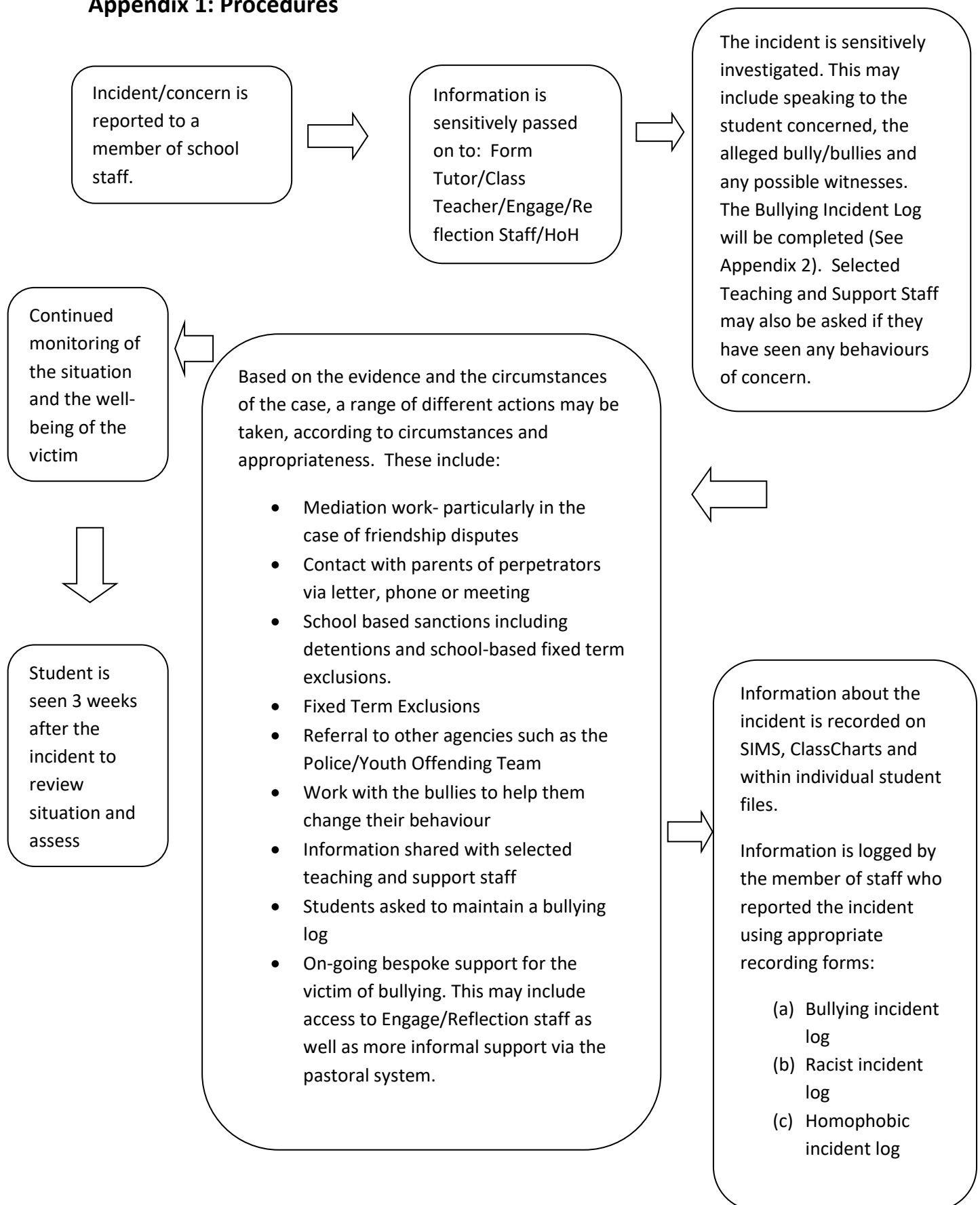
Prevention

We use a range of methods for helping students to prevent bullying. These include:

- Increased focus through Character and Culture and the wider curriculum on SEAL (The Social and Emotional Aspects of Learning); discrete units within KS3 Character and Culture on Bullying and Conflict Resolution
- Regular assemblies about bullying and anti-social behaviours that can affect the well-being of other students
- Student involvement in Peer Mentoring Training Programmes
- Developing a culture whereby students do feel that they can report incidents to their Form Tutor/Class Teacher/Reflection/Engage/Head of House
- The use of Student Leaders and Prefects.

Please note, this Anti-Bullying Policy has been written in conjunction with the Student Governing Body.

Appendix 1: Procedures



Bullying Incident Log (BIL1)

Person Reporting Incident		Date	
Date and time of alleged Incident			
Name of Alleged Target	Male <input type="checkbox"/> Female <input type="checkbox"/>	Year Group	
SEND <input type="checkbox"/> CP <input type="checkbox"/> PP <input type="checkbox"/> LAC <input type="checkbox"/> Traveller <input type="checkbox"/> EM <input type="checkbox"/> HAP <input type="checkbox"/> MAP <input type="checkbox"/> LAP <input type="checkbox"/>			

Name of Alleged Perpetrator		Year Group	
	Male <input type="checkbox"/> Female <input type="checkbox"/>		

Witnesses to incident and Action Taken	
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Type of bullying incident	Verbal <input type="checkbox"/> Sexist <input type="checkbox"/> SEND <input type="checkbox"/> Homophobic <input type="checkbox"/> Sexual <input type="checkbox"/> Religious <input type="checkbox"/> Financial <input type="checkbox"/> Cyber <input type="checkbox"/> Other <input type="checkbox"/>
Nature of bullying incident	Racist <input type="checkbox"/> Sexist <input type="checkbox"/> SEND <input type="checkbox"/> Homophobic <input type="checkbox"/> Sexual <input type="checkbox"/> Religious <input type="checkbox"/> Financial <input type="checkbox"/> Cyber <input type="checkbox"/> Other <input type="checkbox"/>

Brief description of incident: Is this an equalities issue? (Complete relevant reporting form)
Where did the incident take place: Field <input type="checkbox"/> Dinner Hall <input type="checkbox"/> Toilets <input type="checkbox"/> Classroom (in lesson) <input type="checkbox"/> Out of lesson <input type="checkbox"/> Other (Please state)

Bullying Investigation Log (BIL2)

Actions Agreed with Person Reporting Bullying

Action	Responsibility	Time Scale

Outcomes

Recording (Please tick)

SIMS

Bullying Log

Racist Incident Log

Homophobic Incident Log

Other (please state)

Victim Response to Investigation and Outcomes (Where 1 is not satisfied at all and 5 is very satisfied)

How satisfied are you with the way the reported incident has been handled?

1 2 3 4 5

How satisfied are you with the outcome of the investigation?

1 2 3 4 5

Comments

Signature _____ Date: _____

Copy to student, bullying file and student file. Please attach statements.