



# ANTI-BULLYING POLICY

This policy was approved by the Local Advisory Board on:	November 2025
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)	November 2027
Policy Version/date:	November 2025
Signed by the Chair of the Local Advisory Board:	Matthew Arrowsmith-Brown

## Statement of Intent

We are committed to a safe, inclusive environment where every student can learn free from bullying, harassment and discrimination. Bullying of any kind is unacceptable and will be addressed promptly, fairly and effectively. Students and parents/carers should feel confident to report concerns and know they will be taken seriously and acted upon.

## Objectives of this Policy

All governors, staff, students and parents/carers understand:

- what bullying is (including online and prejudice-based bullying),
- how to report concerns,
- how the school responds and supports children, and
- that bullying is not tolerated and will be addressed through education, support and proportionate sanctions.

## What is Bullying?

Bullying is repetitive or persistent (or a one-off serious) behaviour by an individual or group that intentionally hurts another person physically or emotionally and typically involves an imbalance of power (e.g. physical strength, social status, knowledge of vulnerabilities, group size, or online reach). Bullying includes child-on-child abuse.

## Forms of bullying include (on and offline):

- **Physical** (pushing, hitting, damaging property)
- **Verbal/emotional** (threats, name-calling, taunting, humiliation, coercive control)
- **Social/relational** (exclusion, public shaming, spreading rumours)
- **Prejudice-based/discriminatory** related to **protected characteristics** (e.g. disability, race, religion/belief, sex, sexual orientation, gender reassignment, pregnancy/maternity) and other vulnerabilities (e.g. appearance, young carers, CLA).
- **Sexual harassment/sexualised bullying** (including upskirting, image-based abuse)
- **Homophobic, biphobic, transphobic (HBT) bullying**
- **Racist/religion-based bullying**
- **SEND-targeted bullying**
- **Cyberbullying** (e.g. abusive messages, doxxing, non-consensual image sharing, exclusion from online spaces, posting/sharing harmful content).

Note: Some incidents may also constitute **hate incidents/crimes** or **criminal offences** (e.g. threats, harassment, malicious communications). The school will seek advice from police where appropriate, and safeguarding processes will be followed

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.

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 many cases, when investigating bullying claims, there is no definitive evidence, so the school operates on a balance of probability response to investigations to help determine suitable outcomes.

## **Signs & Indicators**

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 students form tutor or head of year, who will investigate further and undertake appropriate action.

### **Procedures: Reporting:** (Students, Parents, Staff)

- Students can report to any trusted adult, form tutor, head of year, Engage/Reflection team, via online reporting, but are encouraged to speak to a member of the Engage team in Reflection.
- Parents/carers can report via reception or email to the head of year or form tutor.
- Staff must log disclosures on the safeguarding/behaviour system the same day and alert the DSL where there is a safeguarding concern.

**We aim to acknowledge reports within 1 school day, share an investigation plan within 2 school days, and aim to provide an outcome within 5 school days wherever possible.**

## **Response and Investigation**

We take all reports seriously, ensure immediate safety, and agree next steps with the student. Investigations are proportionate, trauma-informed and sensitive to all involved. Where behaviour meets the threshold for safeguarding or child-on-child abuse, the DSL leads the process under KCSIE. All Acle heads of years are designated safeguarding leads for this purpose.

It is important to note, an important part of our investigation **requires the child to be in school** to complete our investigations. Students' safety would be considered with respect to where they are in school for this time (i.e. in lessons where appropriate or in Reflection under supervision from Engage team members).

Outcomes may include re-education, support plans, restorative approaches, proportionate consequences and sanctions, referrals to external agencies, and safety planning for online spaces.

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. We operate on the balance of probabilities when determining outcomes in all cases where the evidence is unclear.

## **Prevention**

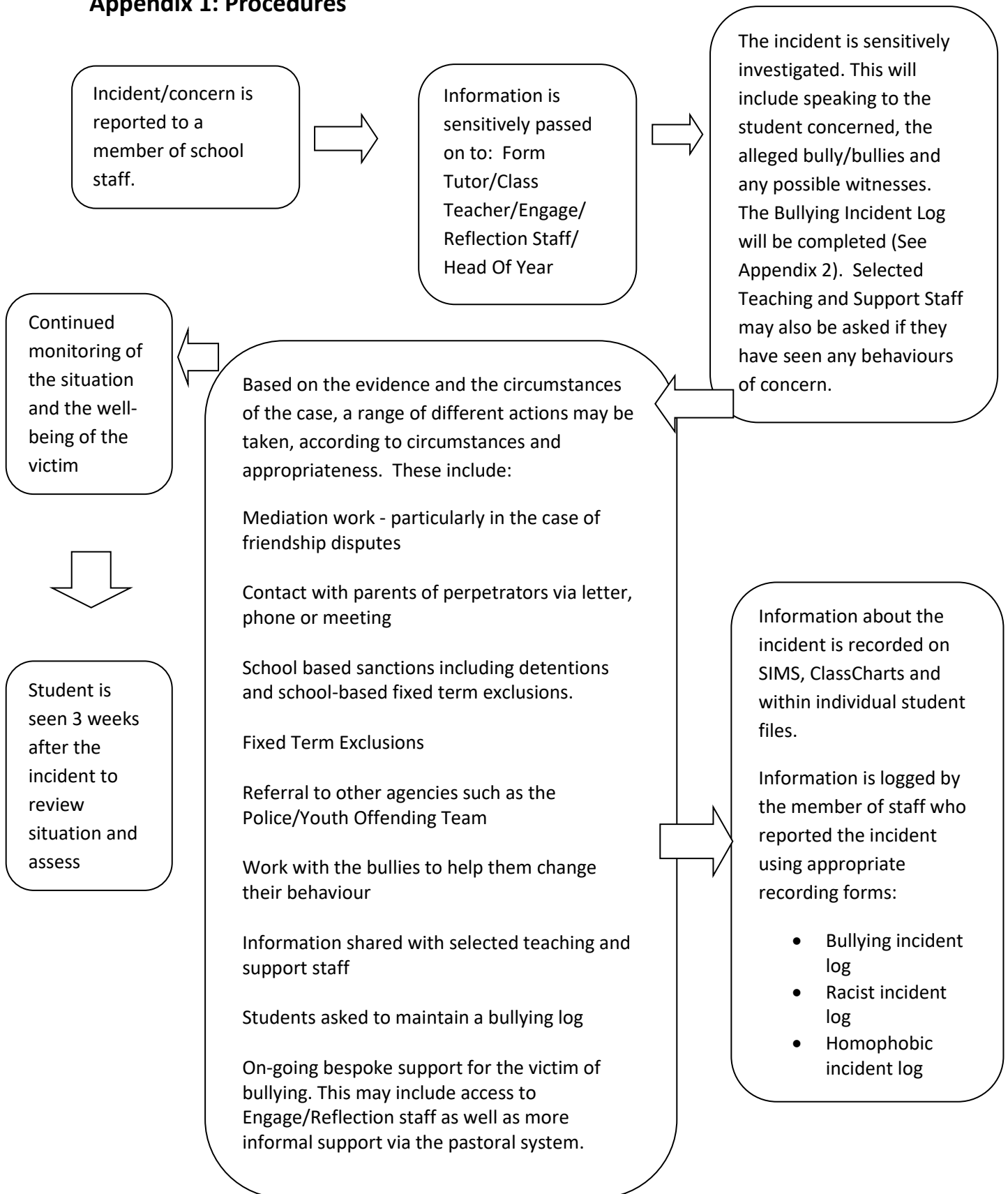
Anti-bullying is taught through RSHE, character & culture, computing, assemblies and tutor time. We promote Ready, Respectful, Safe expectations and student leadership. We deliver teaching on online safety, privacy, reporting and harmful content in line with the Online Safety Act and Ofcom guidance.

## **Equality, SEND and Reasonable Adjustments**

We comply with the Equality Act 2010 and take reasonable adjustments for students with SEND. Individual risk or support plans are developed for students with additional needs.

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

## Appendix 1: Procedures



Appendix 2 – Bullying Incident Log

## Bullying Incident Log (BIL1)

<b>Person Reporting Incident</b>		<b>Date</b>	
<b>Date and time of alleged Incident</b>			
<b>Name of Alleged Target</b>	Male <input type="checkbox"/> Female <input type="checkbox"/>	<b>Year Group</b>	
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"/>			

<b>Name of Alleged Perpetrator</b>	Male <input type="checkbox"/> Female <input type="checkbox"/>	<b>Year Group</b>	
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<b>Witnesses to incident and Action Taken</b>	
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<b>Type of bullying incident</b>	Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Social/Relational <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Prejudicial/Discriminatory <input type="checkbox"/> Sexual <input type="checkbox"/>
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<b>Nature of bullying incident</b>	Racist <input type="checkbox"/> Sexist <input type="checkbox"/> Ableism /SEND <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Religious <input type="checkbox"/> Financial <input type="checkbox"/> Cyber <input type="checkbox"/> Transphobic <input type="checkbox"/> Other <input type="checkbox"/>
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**Brief description of incident: Is this an equalities issue? (Complete relevant reporting form)**

**Where did the incident take place:**

Field     Dinner Hall     Toilets     Classroom (in lesson)     Out of lesson     Other (Please state)

Is/Has the bullying continued outside of school / In the community?    YES     NO

If YES - Please add some detail here:

## Bullying Investigation Log (BIL2)

### Actions Agreed with Person Reporting Bullying

Action	Responsibility	Time Scale

### Outcomes

**Recording (Please tick)**

Recorded on CC (where applicable)

SIMS

Bullying Log

Racist Incident Log

Homophobic Incident Log

Other (please state)

**COMMUNICATION WITH ALL  
INVOLVED PARTIES**

**Have all witnesses been informed  
of the resolution of the  
Investigation**

YES

NO

**RE-EVALUATION / REVIEW MEETING DATE (To be completed by the HoY)  
Should be no more than 3 weeks later**

**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.**