

ACKLAM GRANGE SCHOOL



Anti-Bullying Policy

Status & Review Cycle	Term	Year
Last Review Date/Policy Adopted	Spring	2025-2026
Next Review Date	Spring	2026-2027
Lead	Miss A Gika	

This school is an academy within The Legacy Learning Trust.



Anti-Bullying Policy

Aims and Objectives

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The main types of bullying are:

Physical	Pushing, kicking, punching, hitting and any use of or threatened use of physical violence.
Verbal	Name calling, sarcasm, spreading rumours, teasing.
Emotional	Excluding, being deliberately unfriendly, tormenting, threatening or rude gestures, derogatory and aggressive language, prejudice based bullying
Cyber	An increasingly common media for all types of bullying. Many cases of bullying have their origins in or are inflamed by statements written on Facebook, texted, tweeted etc. (See IT Acceptable Use Policies).
Sexist	Bullying related to sex or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality.
Racist	a type of racism where someone's bullying focuses on your race, ethnicity or culture. Racism and racial bullying are wrong and you can get help to make it stop.
Disability/SEND	Includes any form of bullying against people with SEN, people with disabilities or health conditions.
Homophobic, Transphobic, Biphobic	Homophobic, biphobic and transphobic bullying are the official terms that describe bullying motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people.

Protected Characteristics

Staff have a duty to ensure that all students gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. Opportunities to teach, explore and raise awareness of the protected characteristics are encouraged across the curriculum, including:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Rules and Responsibilities

School Staff

All staff have a role to play in combating bullying whether it is around school or within the classroom. All staff are regularly made aware of any concerns through Staff Briefings and Pastoral Pop-up. All staff are expected to watch for possible warning signs – distress, work difficulties, illness, and irregular patterns of attendance. All staff should encourage students to discuss incidents of bullying. Staff should listen to and treat students sympathetically and take their concerns seriously.

All staff receive professional development training on understanding and following the Anti-Bullying policy, including reporting any e-safety issues to our E-safety Officer immediately.

In suspected or reported cases of bullying staff should ensure that:

- The matter is not ignored/dismissed by the member of staff to whom the incident is reported.
- The matter is investigated further by Year Office or Anti-Bullying team leader.
- Details are recorded via CPOMS under 'General Concern' and the Form Tutor and Year Leader are informed.
- Confirmed bullying cases are then tagged as a 'Bullying Incident' by a member of the year team.

Staff should ensure the well-being of any child involved in a bullying incident and appropriate support should be given to both the target and the bully:

- Staff should be mindful of, and sensitive to, any special needs or other difficulties such as family problems when dealing with an incident.
- The target should be listened to and given the opportunity and the time to state exactly what has happened.
- Both the target(s) and the aggressor(s) should write accounts of what has happened.
- If first aid is required, the student should be sent to reception with an escort as a priority.

Parents/carers will be involved in any measures taken against those responsible for or involved in bullying in order to emphasise that bullying is unacceptable. The measures may include verbal warnings, detentions, meetings with parents/ carers, Reflect, suspension and exclusion. Parents/carers of the student should be informed of the schools response friendship/anti-bullying workshop.

If the 'bullying', whether it be by a child or adult (including teachers and other staff, parents and carers), crosses over into a child protection/safeguarding issue the Designated Safeguarding Lead (DSL) will become involved and the school will follow Child Protection Policy in accordance with the Authority Guidelines.

The School

- Will provide correspondence to students, parents/carers and staff about its Anti-Bullying Policy on the school website.
- Will provide relevant information to parents/carers and staff so that they are able to recognise the signs of distress which may indicate that a child is being bullied.
- Ensure that there is good communication between staff, parents and carers.
- Ask all students to sign a Home School agreement that states they will behave in a responsible manner and consider the wellbeing of others.
- Provide good links with partner primaries and continue to develop and review induction programmes so that all new students are aware of the schools attitude to bullying.
- Encourage students to take care of the school premises and to keep them free from graffiti and litter.
- Staff, including Senior Leadership Team are on a daily duty around the school at break, lunchtime and at the start and end of the day.
- Ensures that Equality and Diversity is celebrated in PRIDE lessons and assemblies.
- Whole year group themes e.g. prejudice driven bullying, are addressed through assemblies.
- Provides a team of student leaders who receive training and regular support in order for them to support fellow students.
- Has key staff who are in regular contact with the Bullying Intervention Group (A nationally recognised company).
- Will provide students with a safe place to confidentially disclose any issues they have

We will support **Targets** as follows:

- By offering an immediate opportunity to talk about the experience with their class teacher, or another adult if they prefer.
- Arrange for a written account of the bullying that occurred to be completed. This can be completed by the student or by the member of staff dealing with the incident.
- The Year Leader will log the incident.
- Parents/Carers will be informed.
- By offering continuing support when they feel they need it.
- Completing a risk assessment to minimise contact between students if necessary

We will support **Aggressors** as follows:

- By talking about what happened to discover why they became involved through Behaviour Modification interventions.
- By asking them to put in writing their account of the bullying that occurred.
- The Year Leader will log the incident.
- Parents/Carers will be informed.
- By using disciplinary steps.
- Restorative justice process to resolve
- Completing a risk assessment to minimise contact between students if necessary

Students

The school expectations make clear the behaviour that is expected of all at Acklam Grange School (See Behaviour Policy). These expectations are reinforced by tutors, subject teachers in lessons, through PRIDE (see scheme of work) and assemblies. Students are made aware of procedures and encouraged to take appropriate action if they or another student, are the targets of bullying. Information should be conveyed to an adult at the earliest opportunity. All such information will be treated in the strictest confidence.

Target	Ask them to stop. Do not retaliate but walk away. Discuss your feelings with a friend, a parent/carer, student leader or any teacher. Do not ignore it. Record any cyberbullying and do not respond to it.
Aggressor	Stop when asked or when you are aware of the other person's feelings. Allow the person to leave.
Observer	If you see or suspect any form of bullying is taking place then tell a member of staff immediately either face to face or via email.

Parents/Carers

If you suspect or have reason to believe that your child is being bullied or your child is showing a number of the characteristics of bullying behaviour:

- Talk to your child about what is happening, be calm.
- Make contact with your child's tutor, Year Leader or the Student Support Assistant.
- Give the school time to deal with the issues. If you remain concerned, contact the key member of staff and arrange a meeting.

Policy and Procedure Review

We seek to continually review and develop our practice.

- Policy is reviewed annually.
- Incidents of bullying are monitored and reported on weekly.
- Incidents are discussed at ARC Forums to ensure the right support packages are in place.
- Views of students and parents/carers are regularly sampled.
- Student feedback/concerns together with records and CPOMS logs are used to monitor patterns/trends and inform any necessary action/review.

Bullying is never acceptable. Acklam Grange School staff will always work with students, parents and carers and outside agencies to stop all bullying.

How an Incident is Dealt With

All Staff

Report any incidents in writing to the Form tutor, Year Leader and Pastoral Intervention Assistant (Anti-Bullying) as soon as possible. Details should include the names of the target(s) and the aggressor(s) as well as the nature of the abuse. All staff have been trained and understand the importance of recording any information on CPOMS.

The following referral sequence is intended to act as a guide for the appropriate course of action. It is flexible enough to cover all types of incident.

Referral Sequence

1. Students interviewed

2. Incident is confirmed and recorded

It is recommended that both target and bully record the incident in writing (statement).

3. Restorative Justice (If all parties agree)

Staff will facilitate a reflective process which aims to allow the aggressor to understand the impact of their actions.

4. First offence (Yellow)

Verbal warning (recorded)
Discretionary contact with parents
Additional action (see below)

5. Second offence (Amber)

Verbal warning (recorded)
Parents/carers informed
Additional action taken (see below)

6. Further offences (Red)

Formal written warning given
Parents/carers interviewed
Appropriate additional action taken (see below)

7. Additional Action/Strategies in support of the referral process

Detentions (break or lunchtime)
Restorative justice
Behaviour modification
Reflect
PLC
Parent involvement
Headteacher
Interview
Compensation (for property loss)
Exclusion
Involvement of the school governors
Counselling

Bullying

How to Recognise Signs of Distress

- Clothes or possessions which are lost or damaged.
- Cuts, bruises or aches and pains which are not adequately explained.
- The child requests extra pocket money or starts stealing.
- The child starts going to or returning from school at an earlier or later time and starts using a different route.
- The child requests to change classes or options or school.
- The child starts refusing to go outside at break times or refuses to stay at school for school dinners
- Reluctance or refusal to attend school.
- Any marked change in the child's behaviour, especially in established patterns of behaviour, may indicate that the child is under stress.

Signs of Stress

- The child's behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb sucking or tantrum behaviour.
- The child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- The ability to concentrate and classroom performance may deteriorate.
- There may be some sleep or appetite problems.

Cyberbullying

- Cyberbullying will not be tolerated in school.
- There are clear procedures in place to support anyone affected by cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- There are clear procedures in place to investigate incidents or allegations of cyberbullying.
- Students, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully/bullies, where appropriate, such as examining system logs, identifying and interviewing possible witnesses. Parents/carers will be informed and advised to contact the police and/or the service provider if appropriate.
- Our student leaders will hold workshops and/or assemblies on safer internet training.
- The police will be contacted if a criminal offence is suspected.

Prevention

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.
- 'It's Not Ok' campaign
- Use of curriculum opportunities, in particular tutor periods and PRIDE lessons 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
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes.
- Assertiveness training.

- 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