



Anti-Bullying Policy

Review Schedule:

This policy will be reviewed annually; however, it may be reviewed sooner if necessary.

Staff Acknowledgment:

All staff will read, understand, and sign this policy yearly and when changes are made in accordance with government and DfE guidelines.

Document Control:

- **Date Updated:** 11/04/2026
- **Next Review Date:** 11/04/2027
- **Approval:** Gemma Robertson

Change History

Date	Description of change	Signed

Contents

1. Statement of intent
2. Definition of Bullying
3. Aims
4. Prevention Strategies
5. Procedures for Responding to Bullying
6. Consequences for the Bully
7. Support for the Victim



8. Guidance for Students
9. Guidance for Parents/Carers
10. Involvement of the Commissioning Team
11. Legislation and Statutory Guidance
12. Monitoring and Review

1. Statement of Intent

At Alternative Acres, we are committed to creating a safe, respectful, and inclusive environment where every child and young person can thrive emotionally, socially, and academically. Bullying in any form is unacceptable and will not be tolerated. All incidents are taken seriously and dealt with promptly, with appropriate support for both the victim and the perpetrator.

2. Definition of Bullying

Bullying is defined as deliberate, repeated behaviour that causes physical or emotional harm, often involving an imbalance of power. Bullying can be:

- **Physical** – Hitting, kicking, taking belongings.
- **Verbal** – Name-calling, teasing, threats, discriminatory remarks.
- **Emotional** – Excluding, spreading rumours, manipulation.
- **Cyberbullying** – Abusive messages or content shared online, via social media or messaging platforms.

Bullying can be related to race, religion, gender, sexual orientation, special educational needs, disabilities, appearance, or home circumstances.

3. Aims

- To prevent bullying through education, supervision, and a culture of respect.
 - To ensure all students feel safe and supported.
 - To take prompt, effective action when bullying occurs.
 - To inform and involve parents, carers, and commissioning teams when necessary.
-



4. Prevention Strategies

- Positive relationships are promoted through daily interactions, structured pastoral time, and therapeutic sessions.
 - Staff are trained to identify, report, and respond to bullying.
 - PSHE lessons and group discussions regularly address empathy, peer relationships, and online safety.
 - Students are encouraged to speak up if they experience or witness bullying.
-

5. Procedures for Responding to Bullying

Reporting Bullying

Any student, staff member, parent/carer, or visitor can report bullying. Reports can be made:

- Verbally to any staff member
- In writing (including anonymously)
- Through our student safeguarding concern system

Investigation

- All reports will be logged and investigated by the Designated Safeguarding Lead (DSL) or senior staff.
 - Investigations will include gathering statements from the victim, the alleged bully, and witnesses.
 - Confidentiality will be maintained, and outcomes will be recorded.
-

6. Consequences for the Bully

If bullying is substantiated, actions may include:

- **Restorative Justice Approaches** – Encouraging accountability and reflection.
- **Behaviour Monitoring Plans** – Regular check-ins with staff.
- **Parental/Carer Involvement** – Meetings to agree support and expectations.
- **Loss of Privileges** – Such as access to off-site visits or recreational time.



- **Therapeutic Intervention** – 1:1 sessions to explore reasons behind the behaviour.
 - **Suspension or Removal from Provision** – In cases of severe or repeated bullying.
-

7. Support for the Victim

- Immediate reassurance and protection
 - A named staff member for ongoing emotional support
 - Opportunities for restorative conversations if appropriate
 - Personalised pastoral strategies and/or therapeutic support
 - Monitoring of wellbeing and safety moving forward
-

8. Guidance for Students

- Bullying is never your fault. You have the right to feel safe.
 - Tell someone: a trusted adult, your keyworker, or use the worry box or safeguarding form.
 - If you see someone being bullied, don't ignore it – report it.
 - You will be listened to, supported, and protected.
-

9. Guidance for Parents/Carers

- Encourage your child to speak openly about their day and friendships.
- If you suspect your child is being bullied, report it promptly to the DSL or any staff member.
- Support your child emotionally and let them know they are not to blame.
- Work with staff on any follow-up actions and remain involved in any agreed support plans.
- If your child has been involved in bullying others, support the strategies in place for behaviour change.



10. Involvement of the Commissioning Team

- All confirmed bullying incidents will be reported to the commissioning authority (e.g., Local Authority or referring school).
- Commissioning teams will receive a summary of actions taken and may be invited to review meetings.
- Ongoing communication ensures that support and risk management strategies are aligned between all parties.

11. Legislation and Statutory Guidance

This policy is guided by the following key legislation and statutory documents:

- **Education and Inspections Act 2006** – Requires schools to establish policies to prevent all forms of bullying.
- **Children Act 1989 & 2004** – Emphasises the duty to safeguard and promote the welfare of children.
- **Equality Act 2010** – Protects individuals from discrimination and promotes equality of opportunity.
- **Keeping Children Safe in Education (KCSiE)** – DfE statutory guidance outlining safeguarding responsibilities.
- **Working Together to Safeguard Children 2018 (updated 2023)** – Provides a framework for inter-agency cooperation.
- **Preventing and Tackling Bullying (DfE, 2017)** – Government guidance on best practice in anti-bullying approaches.

12. Monitoring and Review

- All bullying incidents are recorded, reviewed, and analysed termly to identify trends and adjust practice.
- This policy is reviewed annually or sooner if significant changes or incidents occur.



- Students, staff, parents, and commissioning teams may be consulted during reviews.