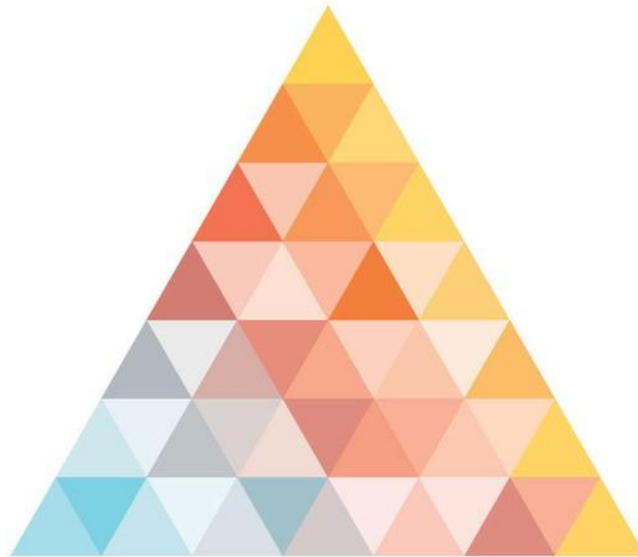


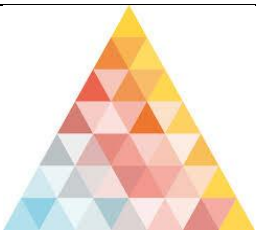
Anti-Bullying Policy



ACCOMPLISH

MULTI ACADEMY TRUST

VERSION CONTROL TABLE

Policy Name	ANTI – BULLYING POLICY	
Policy Owner	AMAT	
Version Reference	V2	
Approved by	Standards Board	
Effective Date	September 2026	
Review Date	August 2027	

KEY PERSONNEL- completed by each academy

Name	Role	Contact Details
	Anti Bullying Lead	
	Designated Safeguarding Lead	
	Headteacher	

ADDITIONAL INFORMATION

This policy statement applies to anyone working on behalf of Accomplish Multi Academy Trust, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

Separate documents set out:

- our code of behaviour for children, young people and adults
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

The use of the term 'parent' for the purposes of this policy refers to the child's birth parents and includes any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

AIMS

Accomplish Multi-Academy Trust is committed to providing a nurturing, welcoming and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable, whether it is in the academy or on off-site activities. We recognise that bullying can occur, and if bullying does occur, our aim is that all children should understand what bullying is and how to report it, confident in the knowledge that incidents will be dealt with promptly and effectively.

Likewise, all members of the Accomplish Multi- Academy Trust community including academy staff, volunteers and parents should understand what bullying is and what the (academy name)'s procedures are for responding to bullying.

When bullying happens, it can be harmful, both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to produce a consistent academy response to any bullying incidents that may occur and

- to prevent bullying from happening between children and young people who are a part of our academy.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

RATIONALE

What Is Bullying?

Bullying is deliberately hurtful behaviour targeted at others. Bullying, including cyberbullying, prejudice-based and discriminatory bullying, is perhaps the most frequent type of child-on-child abuse. Bullying results in pain and distress to the affected person, and often those who love and care for them too. It is **repeated, often over a period of time** and when it is, it is difficult for those being bullied to defend themselves.

There are several types of bullying:

- **Emotional:** excluding from a group, tormenting, ridiculing, humiliating.
- **Physical:** hitting, punching, pinching, kicking or taking someone's belongings.
- **Verbal:** name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone's size, appearance etc.
- **Cyber bullying:** using social media in an inappropriate manner relating to offensive messages or images (individually or within group settings). This includes mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.
- **Sexual:** unwanted physical contact, sexually abusive or sexist comments.

Bullies sometimes target those who they perceive to have differences and those with "protected characteristics. As a result of this bullying is sometimes

- Racist: racial taunts, gestures etc.
- Faith based: making fun of someone's religion or religious traditions.
- Ageist: bullying others because they are younger or older than you.
- Gender based: misogyny etc.
- Based on sexual orientation or perceived sexual orientation.
- Ability based: because of learning ability or physical ability.

Bullying can also include prejudice-based bullying including:

- Asylum seekers and refugees.
- Body image.
- Looked After children.
- Sectarianism.
- Disabilities.
- Young carers.
- Social and economic prejudice.
- Equality and diversity prejudice.

Bullying is not:

It is important to understand that bullying is not a one-off incident of unkind behaviour, an odd occasional falling out with friends, occasional name-calling, arguments, or when a 'joke' is played on someone, however upsetting this is. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an incidence of peer conflict. (Academy name) will deal with these issues through the Behaviour Policy.

It can be an important part of a child's development to learn how to deal with friendship issues and breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships.

However, each academy takes all incidents which undermine the safety and well-being of students seriously.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving.

Whenever the opportunity arises, it must be made profoundly clear that bullying will not be tolerated at (name) Academy. We are committed to providing a caring, friendly and safe environment for all students so that they can grow and learn in a relaxed and safe setting.

Tackling bullying is the responsibility of all members of the academy community. We tackle bullying as an issue because we are an effective, caring academy and we believe that:

- Bullying makes people unhappy and leads to low self-esteem.
- Pupils who are being bullied are unlikely to concentrate fully on their schoolwork.
- Some children avoid being bullied by not attending school.
- Children who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- We wish to build the self-esteem of all pupils, especially bullies and victims.

LEGISLATION

A key provision in [The Equality Act 2010](#) is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations between people who share a protected characteristic and people who do not share it.

Academies are required to comply with the Public Sector Equality Duty. This is in addition to the duties in relation to students with disabilities under the Equality Act, and academies also have duties under Part 3 of the [Children and Families Act 2014](#) (this link takes you to a young person's guide to improve accessibility) to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

[Keeping Children Safe in Education 2026](#) extends protections for children based on their race and faith and paragraph 17 states, *"All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate."*

Keeping Children Safe in Education 2026 also asks us to ensure that we are tackling bullying, including cyber-bullying and discriminatory bullying through our policies and behaviour procedures.

ASSOCIATED POLICIES

Accomplish MAT Safeguarding Policy
Accomplish MAT Behaviour Policy
Accomplish MAT Equality and Diversity Policy

ROLES AND RESPONSIBILITIES

All members of (name) Academy have a role to play in educating about bullying and tackling incidences when seen.

The Trust will

- develop a code of behaviour that sets out how everyone involved in our academies is expected to behave, in face-to-face contact and online, and within and outside of our activities.

- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it.
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place.

The Headteacher will

- Ensure that all staff have an opportunity of discussing strategies and reviewing them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the academy leadership team.
- Ensure appropriate training is available for all staff.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils.
- Report annually to the local academy council as part of the Headteacher's report.

The DSL will:

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies.
- Keep the Headteacher informed of incidents.
- Arrange relevant staff training.
- Determine how best to involve parents in the solution of individual problems.
- Make a termly report, as part of academy council report, to the Headteacher.

Teachers will:

- Be responsible for liaising with the DSL over all incidents involving pupils in their class.
- Be involved in any agreed strategy to achieve a solution.
- Teach using agreed PSHE curriculum resources.
- Engage with whole school Anti-Bullying strategies e.g. Anti Bullying Week activities.

All Staff will:

- Know the policy and procedures.
- Be vigilant and aim to identify all forms of child-on-child abuse including bullying as soon as they arise
- Be observant with pupils and log any reported incidents on CPOMS.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
- Participate in the PSHE curriculum discussion in tutor group time or in class, if appropriate.

Parents and pupils also perform an important role in managing all incidents of bullying and in preventing incidents from occurring.

Parents

Parents have an important part to play in managing any incidents of bullying.

We ask parents to:

- Understand what behaviour is and is not bullying
- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc.
- Inform the academy if they feel their child may be a victim of bullying behaviour, both in real life and online.

Their complaint will be taken seriously, and appropriate action will follow.

- If they feel a child has bullied their child, they should not approach that child or their parents in the playground or on their way home but inform the academy immediately.
- Refrain from advising their child to fight back or to repeat the bully's behaviour. This will only make the situation worse.
- Should tell their child it is not their fault they are being bullied.
- Reinforce the academy policy on bullying and ensure their child is not afraid to ask for help.
- If they know their child is involved in bullying, discuss the issues with them and inform the academy. The matter will be dealt with appropriately.

If parents suspect their child is being bullied, they should, in the first instance, contact their child's class teacher. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse. Parents should encourage their child to talk to their teacher, or another appropriate member of staff in the first instance.

Pupils

If a pupil thinks they are being bullied, they should:

1. Keep calm, get out of the situation and MAKE YOURSELF SAFE.
2. ALWAYS go and tell someone – NEVER keep it a secret.
3. Tell an adult you trust in school.
4. If someone tells you they are being bullied, always tell an adult in the academy.
5. If you know about someone being bullied, always tell someone – remember, if you don't tell someone and you know it is happening, you are part of the bullying.
6. Remember – if you tell an adult, you will definitely get help.
7. If you don't get help, go to another adult until something is done about it. Try to avoid the bully as much as possible.
8. Be with other people.
9. Do not get your own back or do anything to retaliate.

SIGNS and INDICATORS

A child may indicate by signs, words or behaviour that he or she is being bullied. To those who know the student, this may simply be a feeling that 'things aren't quite right'.

Adults should be aware of these possible signs (this list is not exhaustive) and that they should investigate if a child:

- Is frightened of walking to or from the academy.
- Insists on being driven to school, changes their usual routine.
- Is unwilling to attend the academy after previously enjoying being part of the academy community.
- Begins to truant.
- Becomes withdrawn.
- Becomes anxious or lacking in confidence.
- Starts stammering, attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong, gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone, is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

ANTI-BULLYING PROCEDURES

Remember:

- Bullying happens until it is stopped.
- Bullying can happen to anyone.
- Bullying can be by one person or many people.
- Bullying can happen anywhere.

Pupils who witness bullying, should avoid being a bystander and should follow the same procedure as above.

Allegations and incidents of bullying at will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved.

Incidents of reported bullying need to be reported, and written evidence provided on CPOMS. The 'expectations for learning' system should be used to record the incident if sanctions are required.

Following a reported incident, staff will investigate using the following strategies with the support of other members of staff, as appropriate:

- The Safeguarding Lead will speak to all children and young people involved about the incident separately or if appropriate as a group.
- The problem will be identified, and possible solutions suggested.
- Staff will attempt to adopt a problem-solving approach through circle times, curriculum, discussion/drama activities etc as appropriate, which will move pupils on from simply having them justify their behaviour.
- Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied i.e. loss of privileges, spending break time and lunchtimes with an adult, be withdrawn from class, be withdrawn from participation in a school visit, club or event not essential to the curriculum.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given to help the bully (bullies) understand and change their behaviour.
- If the bullying continues or in more serious cases of bullying, parents will be informed and invited into the academy for a meeting to discuss the problem.
- Mediation meetings, with both parents and pupils present may be used to resolve the issues. In all cases, a written record will be maintained on CPOMS.
- In repeated or serious cases, the academy may use suspension or exclusion.

Support Offered

Victims of bullying should have:

- A named key contact.
- Personalised strategies to respond.

Parents will be informed and will be asked to attend the academy to discuss the problem. All conversations will be recorded. This will include any actions.

If necessary and appropriate, police will be consulted.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice.
- Reassurance.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to in school support if appropriate.
- Referral to a named counsellor if appropriate.
- Offering continuous support and advice to parents.
- Being informed about the outcome of the investigation into their concerns.

Pupils who are perpetrators of bullying will be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing wrong-doing and the need for change.
- Informing parents to help change the attitude of the pupil.
- Referral to a counsellor if appropriate.

- Attend a mediation (restorative justice) meeting with the affected pupil to resolve issues and prevent recurrence if appropriate and agreed by all parties.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the academy. However, the academy recognises that sanctions may also have to be used against bullies.

Sanctions

Incidents of bullying will be dealt with through an escalation process similar to that outlined in the Behaviour Policy. Staff dealing with incidents of bullying will consider an appropriate sanction based on several factors, including the number of incidents a pupil has been involved with, the actions taken and the seriousness of the incident. Suggestions about likely sanctions are outlined above in the procedures section. For persistent offenders, or incidents involving severe acts of aggression, a pupil may be suspended or permanently excluded. Outlined below is a suggested response to repeated incidents of bullying. We may adapt this to ensure needs of all pupils are met.

Strategies for the prevention and reduction of bullying/cyber-bullying

Whole academy initiatives and proactive teaching strategies will be used to develop a positive learning environment with the overall aim of reducing opportunities for bullying to occur. These include:

- Work by the DSL
- Regular PSHE teaching/curriculum
- Taking part in national anti-bullying week
- Taking part in Safer Internet Day
- Awareness through anti-bullying assemblies
- Circle time.
- Drama/role play activities.
- Following the Behaviour Policy, which includes using praise to reinforce good behaviour.
- Encouraging the whole academy community to model appropriate behaviour towards one another in person and when online.

Bullying and Mental Health

At (Academy Name), we recognize that bullying (including cyberbullying) is sometimes not just a behavioural issue but can be a significant safeguarding issue as it can have profound, damaging, and often lasting impact on a child's mental health and emotional wellbeing. Therefore, another reason we are committed to tackling bullying is so that we can break the cycle where bullying leads to mental health problems and vulnerabilities.

Staff must remain vigilant to the reality that bullying can directly cause or worsen the following conditions in pupils:

- **Emotional Distress:** Severe anxiety, panic disorders, low mood, and clinical depression.
- **Behavioural Changes:** Sudden school avoidance, school phobia, uncharacteristic drops in academic performance, or social withdrawal.
- **Crisis Indicators:** Acute loss of self-esteem, self-harming behaviours, and suicidal ideation.

Our response to bullying therefore may also include mental health support plans for both victims and perpetrators of bullying. Victims of bullying may receive immediate, structured emotional support via our pastoral team, and if necessary, referral to external specialist provision (e.g., MHST, CAMHS etc).

We also recognise that sometimes pupils who bully others (the perpetrator) have poor wellbeing and complex emotional needs. Sanctions may be paired with emotional support or behavioural interventions to aim to address underlying triggers and prevent future incidents of bullying.

Additional support for students and families

It is always important that pupils and families can access support even when they are not in the academy. The following websites and helplines are useful sources of support and information:

Helplines

ChildLine: ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up confidence after bullying.

NSPCC: The NSPCC runs a free helpline for children and adults to use if they have concerns about any aspect of a child's safety and wellbeing and this includes bullying. Call 0808 800 5000

National Bullying Helpline: Call 0300 323 0169. The National Bullying Helpline was established in 2003, to support all people, including children who are being bullied. They are endorsed by Ofsted, the Samaritans, the NHS and others. Most of the above, including Childline, refer cases to them.

Other Agencies which provide support.

(Predominantly through resources, engagement with Anti- Bullying Week etc.)

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

NSPCC – <https://www.nspcc.org.uk/>

Childnet for support with online bullying <https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>

Government Guidance

[Preventing Bullying](#)

[Preventing and Tackling Bullying 2017](#)