



EDA08 | Acacia School

Anti-Bullying

Policy and Procedure

Document Information

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A full Change Log can be found at the back of this document	

Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected

3. Definitions

3.1 Advocacy

Per *Q30 Advocacy Policy and Procedure*: “Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need. Advocates and advocacy providers work in partnership with the people they support and take their side.

Advocacy promotes social inclusion, equality and social justice

3.2 Behaviours of Concern

Per (*Emerson et al, 2011*): “Culturally abnormal behaviours of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit the use of or result in the person being denied access to, ordinary community facilities

3.3 Bullying

Per *Preventing and tackling bullying (DfE, 2017)*: “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, cyberbullying 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.

3.4 Perpetrator/alleged perpetrator

Someone who has (or is alleged to have) carried out or caused actions which are harmful to others

3.5 Victim

Someone who has suffered any kind of harm as a result of someone else’s action or inaction.

4. Roles and Responsibilities

4.1 The Chief Executive Officer

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation’s policies.

4.2 The Group Executive Education Lead

Is responsible for implementing this policy at Acacia School, keeping it updated in line with current legislation and guidance, and for facilitating any anti-bullying training which may be required, as outlined in [Section 9](#)

4.3 Education Governance and Safeguarding Committee

Is responsible for providing strategic leadership and enhancing co-ordination between Acacia School and other establishments in the Kisumu Group, to promote good, safe working practices for individuals supported and educated by Kisumu. This includes, but is not limited to, reviewing bullying and peer-on-peer incidents.

4.4 The Headteacher

Is responsible for supporting Acacia School staff to access and understand this policy and its implications for their work, and to request any training which may be required on their behalf.

4.5 All school staff

Are responsible for:

4.5.1 Attending all mandatory training as required and informing the headteacher if they need further training to perilihootoryo pe dent:

4.5.1

5.1.2 All incidents of perceived and presentation related bullying will be dealt with as quickly as possible and it will be communicated to the perpetrator in an accessible way that this behaviour is unacceptable and must not be repeated.

5.1.3 Positive and supportive relationships should be modelled and encouraged.

5.1.4 Children/young people should be taught to say no and how to ask for help.

5.1.5 Any victim of bullying should have the opportunity, and should be encouraged, to seek out a member of staff for advice.

5.1.6 With constant staff supervision, children/young people should only have a very limited opportunity to initiate bullying.

5.1.7 Bullying on the grounds of race, disability, age, gender, gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation also has implications under *Equality Act 2010* and the *Public Sector Equality Duty 2011*.

5.1.8 If staff become aware of bullying or have any indication that it is taking place they must intervene immediately following the steps in [Section 7](#)

6. Cyberbullying

See also: Online Safety in *EDAC02 Acacia School Safeguarding and Child Protection Policy and Procedure*

6.1.1 The rapid development of, and widespread access to, technology has provided a new medium for “virtual” bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

6.1.2 It is important that we educate and train our young people to use technology to support both their education, social and leisure activities and development. However, staff should be mindful of the potential for online abuse, and also ensure that our young people understand that posting harmful or abusive comments is unacceptable and constitutes bullying behaviour. No assumptions should be made that because of their learning disabilities young people do not have the capacity to access technology and indeed that makes them more vulnerable to potential harm and abuse. Therefore clear vigilance and oversight of what content and forums they are accessing should be in place, with concerns reported and shared promptly.

8.1.1 Openly discussing differences between people that can motivate bullying in the school curriculum, such as ethnicity, gender, disability, or sexual orientation. See EDAC11

11. Linked Documents

11.1 Kisimul Policies

11.1.1 EDA02 Acacia School Safeguarding and Child Protection Policy and Procedure

11.1.2 EDA06 Acacia School Suspension and Exclusion Policy and Procedure

11.1.3 EDA00 Acacia School Equality, Diversity and Inclusion Policy

11.1.4 EDA01 Acacia School Curriculum Policy

11.1.5 Q30 Kisimul Group Advocacy Policy and Procedure

11.2 Legislation

11.2.1 Education (Independent School Standards) Regulations 2014

11.2.2 Education and Inspections Act 2006

11.2.3 Equality Act 2010

11.2.4 Protection from Harassment Act 1997

11.2.5 Malicious Communications Act 1988

11.3 Statutory and Best Practice Guidance

11.3.1 Preventing and tackling bullying (Department for Education, 2017)

https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

11.3.2 Keeping Children Safe in Education (Department for Education, 2024)

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Document Change Log

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