Context

Pace believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is an antisocial behaviour which affects everyone and will not be tolerated.

To this end, this Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student-bullying matters.

Aims of this policy

- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the student who has experienced bullying and to trigger sources of support for the student
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support

Definition of bullying

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email." (DfE 'Safe to Learn')

This can be further defined as:

- Emotional - being unfriendly, excluding, tormenting (threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, gestures
- Verbal - name calling, sarcasm, teasing
- Ostracising a person from a group
- 'Virtual' or cyber-bullying occurring through text or internet messages with the intention of causing harm

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities section of the staff code of conduct.

The children and young people at Pace have a wide range of additional needs, varying in complexity. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve.

Not all students at Pace will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. As such, the school uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Signs for parents and staff to be aware of:

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to go to school
- Becomes withdrawn or anxious
- Starts stammering
- Attempts to harm themselves
- Has nightmares
- Feels ill in the morning or during the day
- Progress deteriorates
- Has unexplained bruises
- Becomes aggressive or disruptive
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Bullying of any kind is unacceptable at Pace whether between staff, parents or children, and any incidences will be dealt with promptly and effectively.

In the event of any suspicion of bullying the following steps should be taken:

- Any incident should be dealt with immediately by the member of staff or informed
- A clear account of the incident should be recorded and given to the Headteacher
- The Headteacher will talk to all concerned and record the incident
- Other staff involved with the child / children involved will be informed
- Parents will be kept informed
- Any sanctions will be used as appropriate and take into account the special educational needs or disabilities of the pupil, in consultation with all parties concerned

The pupil who bullies will be offered support to help them from continuing bullying in line with Pace's Behaviour Policy.

A child who may have been bullied will be supported by:

- Offering an immediate opportunity to discuss what has happened with a trusted member of staff

- Reassuring the child
- Offering ongoing support
- Restoring self-esteem and confidence

Occurrences of bullying are infrequent at Pace. Pace's PSHE curriculum and learning environment are supporting nurturing and informative. Staff are well equipped to notice and responds promptly in the event of bullying taking place. Some ways in which this may occur include:

- Having discussions, reading stories and drawing pictures about bullying and its effects
- Writing a set of class "rules"
- Asking children who may have upset others why they did so and to make a sincere apology
- Carefully monitor any differences between children within group and take positive measures to ensure mutual respect and courtesy
- Discussions with parents to help change attitude and behaviour of the child involved

Curriculum activities will be used to educate children about bullying at a level appropriate to children's age and understanding.

Children will be encouraged to discuss issues related to their emotional well-being during class lessons and at Pace house meeting activities.

Children, parents and staff should feel confident in Pace's strategies for dealing with bullying and all children and staff should feel safe and free from harassment.

Pace will monitor the implementation of the Policy and will seek the views of children, staff and parents.

Date: October 2026
Review Date: October 2027
To be reviewed by: Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.