




ACE Tiverton
Part of the ACE Schools Multi Academy Trust

Anti-Bullying Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by
1	5 th June 2019	Hannah Smart Head Teacher ACE Tiverton	Adopted for ACE Tiverton	 ACE MAT Executive

Contents

1. Rationale	1
2. Principles and Values	1
3. What Is Bullying?	1
4. Action	2
5. Prevention	2

1. Rationale

- 1.1. Bullying, however subtle, exists within all schools and can be defined as an act that is deliberately hurtful and repeated over a period of time.

2. Principles and Values

- 2.1. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

3. What Is Bullying?

- 3.1. Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at ACE Tiverton considered to be “unacceptable behaviour which occurs ‘lots of times, on purpose’.”
- 3.2. Bullying can be short term or continuous over long periods of time.
- 3.3. Bullying includes adult to adult, adult to child, child to adult and child to child. Further information is included in the Equality policy and the Model School Grievance policy.
- 3.4. Bullying can be connected with:
 - i Race.
 - ii Gender.
 - iii Religion.
 - iv Culture.
 - v SEN or disability.
 - vi Appearance or health condition.
 - vii Home circumstances, including young carers and poverty.
 - viii Sexual orientation, sexism, or sexual bullying, homophobia.
- 3.5. Common signs of a bullied individual are:
 - i Isolation, does not play or interact.

- ii Fearfulness, withdrawal and depression.
- iii Sudden outbursts, mood changes.
- iv Deterioration in school work.
- v Ingratiating behaviour with more powerful peers.

3.6. In a bullying relationship there is always a perpetrator and a victim. However, these roles may become enmeshed, changeable and difficult to separate.

4. Action

4.1. At ACE Tiverton, pupils are encouraged to trust adults and confide in them. Staff are always on duty during playtimes and we have a high level of adult support in classes. We operate a zero tolerance to bullying and the following principles will be followed when we encounter cases of bullying:

- i Always respond to bullying.
- ii Ensure that the victim is safe from harm.
- iii Isolate the perpetrator and deal with him/her in line with the behaviour management policy.
- iv Support both the victim and the perpetrator.
- v Discuss bullying openly with all those involved.
- vi Involve parents wherever bullying is an issue.
- vii Monitor incidents.

4.2. At ACE Tiverton we incorporate positive behaviour and anti-bullying into our teaching modules in PSHE and Citizenship. Wherever possible we respect the confidentiality of the pupil and parent.

5. Prevention

5.1. At ACE Tiverton we use a variety of methods to support pupils in preventing and understanding the consequences of bullying through:

- i PSHE themed curriculum.
- ii PSHE and Citizenship lessons.
- iii The school Vision and Ethos.
- iv Assembly Themes.
- v Anti-bullying week and continued focus.

- 5.2. The ethos and working philosophy means that all staff actively encourage pupils to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform pupils that we are serious about dealing with bullying and leads to open conversations and increased confidence in pupils to want to discuss bullying and report any incidents and concerns about other pupils' behaviour.

