

PACE Northwest - Anti-Bullying Policy

Alternative Education Provider · Liverpool, England

PACE Northwest provides a safe, respectful and inclusive environment in which bullying of any kind is unacceptable and will not be tolerated. We take a relational, restorative and robust approach and follow current Department for Education guidance, including Keeping Children Safe in Education (KCSIE) 2026, Behaviour in Schools, Preventing and Tackling Bullying, Searching, Screening and Confiscation, and statutory guidance on mobile phones in schools, alongside the Equality Act 2010.

1. Aims

- Prevent bullying through a positive culture and clear expectations.
- Ensure all incidents are reported, recorded and addressed swiftly and proportionately.
- Safeguard pupils (including online) and provide support to all affected.
- Promote equality, diversity and inclusion; challenge prejudice-based bullying.
- Work with parents/carers, commissioning schools and safeguarding partners.

2. Definitions

- **Bullying:** behaviour by an individual or group, repeated over time, that intentionally hurts another person emotionally or physically; it can be face-to-face or online.
- **Prejudice-based bullying:** motivated by protected characteristics (race, religion/belief, sex, sexual orientation, gender reassignment, disability) or other differences.
- **Child-on-child abuse:** includes harassment and violence, including sexual harassment/violence, initiation/hazing, upskirting and sharing of intimate images.
- **Cyberbullying:** bullying via social media, messaging, gaming, image/video sharing or other digital technology.

3. Roles & responsibilities

- **Board/Directors:** approve policy; monitor impact; ensure statutory compliance.
- **Head/Principal:** overall implementation; staffing, training and consistent practice.
- **DSL:** leads safeguarding aspects, risk assessment, referrals and records - becs@pace-com.org.
- **All staff/volunteers:** challenge/report bullying; support restorative solutions; record concerns the same day.
- **Pupils:** treat others with respect; report concerns for self or others.
- **Parents/carers:** work in partnership to resolve concerns.

4. Prevention

- Teach respectful relationships, online safety and bystander action through RSHE/pastoral curriculum (SEND-adapted).
- Maintain consistent behaviour expectations, recognition and restorative conversations.
- Supervise hot-spots; apply the organisation's mobile-phone arrangements in line with current statutory guidance; provide safe spaces.
- Provide targeted support for vulnerable pupils (SEMH, SEND, looked-after children and other pupils who may be particularly vulnerable).
- Provide staff induction and refreshers; all staff read KCSIE Part One in full and follow PACE Northwest safeguarding procedures.
- Use pupil voice, including surveys, forums and feedback, to improve culture.

5. Reporting concerns

- Pupils report to trusted adults, the DSL team or agreed online routes; anonymity is respected where possible.
- Parents/carers report to staff or the main office; the commissioning school is informed as appropriate.
- Staff log all concerns on the secure system the same day, recording facts and the child's words where relevant.

6. Responding to incidents

- Listen; reassure; avoid victim-blaming; explain next steps.
- Assess immediate risk/safety; supervision/separation; first aid if needed.
- Investigate promptly and proportionately; gather accounts; consider CCTV/online evidence.
- Consider safeguarding needs; consult the DSL for community-based early help, Family Help or referral to Children's Social Care/police where appropriate.
- Share relevant safeguarding information in line with current statutory information-sharing duties and guidance.
- Agree actions and support with pupils/parents/carers and the commissioning school.

7. Sanctions and support

- Sanctions may include restorative work, loss of privileges, internal suspension and suspension; serious cases may lead to permanent exclusion, subject to the applicable policies and arrangements.
- Support for victims may include safe spaces, trusted adults, timetable adjustments and pastoral/therapeutic input.
- Provide support and education for those who bully, with monitoring and clear expectations.
- Carry out follow-up reviews to check impact and reduce recurrence.

8. Prejudice-based incidents and hate crime

- Record, monitor and, where relevant, report incidents to the local authority/police. Challenge discriminatory language/conduct and promote equality.

9. Cyberbullying and online harms

- We apply the same expectations online. Technical controls should meet current DfE filtering and monitoring standards. We work with parents/carers where off-site incidents impact pupils or the learning environment.

10. Searching, screening and confiscation

- Authorised staff may search, screen and confiscate where lawful and proportionate; significant searches are recorded and parents/carers informed where appropriate.

11. Recording, data and evaluation

- All incidents are recorded on our secure system, analysed termly for patterns and reported to leaders/governors. Records are retained in accordance with data protection law and safeguarding requirements.

12. Links to other policies

- Child Protection & Safeguarding (including sexual harassment/violence)
- Behaviour; Anti-Racism; Online Safety (Filtering & Monitoring)
- RSHE; SEND; Equalities; Attendance; Complaints; Whistleblowing; Staff Code of Conduct

Statutory/Key guidance followed:

Keeping Children Safe in Education 2026; Working Together to Safeguard Children 2026; Information Sharing to Safeguard Children and Young People (2026); Behaviour in Schools; Preventing and Tackling Bullying; Searching, Screening and Confiscation; statutory guidance on Mobile Phones in Schools; Equality Act 2010; Prevent duty; DfE Filtering & Monitoring Standards; and statutory RSHE guidance.

Policy owner: DSL (Rebecca Hambleton) · **Approved by:** Board · **Review cycle:** Annual · **Reviewed:** 15/09/2026 · **Next review due:** 15/09/2027