



**Beckmead College**

# Anti-Bullying Policy

<b>ACADEMIC YEAR</b>	<b>AUTHOR</b>	<b>ROLE</b>	<b>DATE OF NEXT REVIEW</b>
2023-24	Michael Nelson	Headteacher	July 2024



## **1. STATEMENT OF INTENT**

Beckmead College recognises and acknowledges the potential harm that any form of bullying can cause to the victims of it. We do not and will not ever accept bullying among our school community. Although sadly we cannot guarantee bullying will never happen, we aspire to this by combining proactive and preventative measures as well as a robust approach to our responses to any incidences of bullying. We want a school ethos where all of our community celebrate diversity and respect each other. We follow DfE guidance when setting out our anti-bullying measures, and draw on a range of views from within our school community, to ensure that we have engaged all stakeholders in our policy making around bullying.

**We say NO to bullying – Reject it – Report it – Remove it.**

## **2. AIMS OF THIS POLICY**

The aim of this Policy is to:

- Describe how we define bullying at Beckmead College
- Provide detail about what we do in order to prevent bullying
- Inform all members of the community how we respond to incidents of bullying
- Ensure that everyone in our community understands their roles and responsibilities in preventing and tackling bullying

### 3. HOW WE DEFINE BULLYING

We have adopted the official Government definition of bullying, which states that:

***“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, cyber-bullying 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.”***

***(DfE, “Preventing and Tackling Bullying,” July 2017)***

Bullying can be one or more of the following categories:

- Emotional
- Physical
- Psychological
- Prejudicial
- Virtual (Cyber)
- Verbal

Bullying is different to the occasional falling out with friends, or a child saying something unpleasant because they are not in control of their emotional state. When those sorts of issues arise, we will carefully consider the circumstances to decide whether or not it is part of a pattern of repetitive behaviour, and therefore bullying, or if it is a ‘one-off’ isolated incident. This will impact on how we apply our behaviour and anti-bullying policies.

It is important that all staff, parents and pupils recognise the need to let us know of any concerns as soon as possible. It is vital that we are able to intervene as early as possible, so that we are able to ensure that any suspected bullying incidents are investigated and resolved quickly. Any concerns should be directed towards the child's teacher in the first instance, who will then decide whether or not they need to escalate it to the school's inclusion or leadership team for advice or further action.

#### **4. WHAT WE DO TO PREVENT BULLYING**

Primarily our anti-bullying work is all about trying to create a culture of mutual respect, informed children and shared understanding so that our pupils are tolerant of each other and appreciate that we are all different. This preventative approach is about ensuring that our children function side by side and embrace diversity.

In addition, within the curriculum the Academy raises the awareness of the nature of bullying through inclusion in PSHE, registration/tutor time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to deal with bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils.

At Beckmead College our procedures are as follows:

- **Where bullying is suspected, it must be brought to the attention of a member of staff. Ideally, in the first instance, this will be the class teacher.**
- **If bullying is reported, the incident will be dealt with immediately by the member of staff who has been approached. They must record all**

allegations of bullying or verified incidents of bullying on our behaviour tracking software package 'Arbor' or in the most serious circumstances on the school safeguarding record keeping system, MyConcern. The DSL can advise on whether to do so or not. If the bullying comes into the category of 'hate,' such as racist, homophobic, gender-based, etc, then this must be recorded within the report.

- The school will work collectively to investigate the allegations and establish the facts.
- If after the investigation has taken place it is likely that bullying may be occurring or has occurred, the member of staff dealing with the incident should consult with the Headteacher
- The Headteacher will decide on the follow up actions and will ensure these are recorded.
- If the bullying persists the Headteacher may involve external agencies to support the academy in addressing the issue.
- Parents/carers of all children involved will be kept regularly informed and updated about all actions. Where necessary, parents of the perpetrators will be required to attend a meeting with a relevant member of staff to discuss the issues.
- Consequences and sanctions will be used as appropriate and in consultation with all parties concerned.

The Headteacher has overall responsibility for monitoring and implementing the Anti-Bullying Policy and ensuring its procedures are applied consistently and fairly, and for providing guidance where necessary on how each specific bullying issue should be dealt with and which actions should be taken. The Headteacher will conduct regular reviews and analysis of logged incidents or allegations of bullying to make any necessary systemic changes within school.

## 5. OUR RESPONSES TO BULLYING

Pupils who have been bullied are helped by the school in the following ways:

- They will be provided with the opportunity to discuss the incidents and talk about their experiences with a suitable member of staff. (Of their choice where possible)
- Individualised procedures for accessing ongoing support and communicating any further concerns will be agreed and set up
- Where necessary, the school will make arrangements for support to be provided to the victim to help them restore self-esteem and confidence
- Wherever possible, the school will enable a restorative process to be undertaken, to allow the victim the opportunity to communicate the impact as well as restore the balance of power in the relationship

Pupils who have carried out acts of bullying are required to:

- Engage in a discussion with a senior member of school staff (teacher or leader) to understand the background to their actions and establish what they did wrong
- Recognise and acknowledge the impact of their actions
- Work with the staff member to establish and implement strategies to assist change.
- Accept that parents/carers will be notified to help change the actions and attitude of the pupil.
- Agree not to carry out any further acts of bullying
- Participate in planned 'Restorative Justice' work and accept responsibility for their actions

- Accept that a sanction will be applied. Possible sanctions are outlined below:

At Beckmead College, we reinforce this policy in the following ways:

- We address staff training needs, by organising regular training to tackle all forms of bullying across a number of themes, such as behaviour management, homophobia & hate crime, emotional intelligence and e-safety.
- By providing information and support for pupils, as well as making age-appropriate information about services and support available to all pupils. For example, we can refer pupils to services including Child Line for additional support.
- We incorporate addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.

## **6. ROLES AND RESPONSIBILITIES**

All members of the Beckmead College community are expected to:

- Be supportive of each other.
- Provide positive role models.
- Convey a clear understanding that we disapprove of unacceptable behaviour.
- Be clear that we all follow the rules and shared values of Beckmead College
- Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.

- Ensure the policy is applied fairly and consistently.

All Beckmead College staff are expected to:

- Provide children with a framework of good behaviour including rules which support the whole academy policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, PSHE etc.
- Keep the governing body informed, through LGB meeting reports. (This is the responsibility of the Headteacher based upon the accurate recording of incidents by all staff)

All Beckmead College pupils are expected to:

- Show respect to each other regardless of their differences
- Be kind to each other in their words and actions
- Seek out adult help if they are bullied or know of or have seen bullying taking place

All Beckmead College parents and carers are expected to:

- Support and work with the school in applying the anti-bullying policy
- Promote mutual respect of each other's differences with their children
- Encourage their children to talk about any difficulties they are facing at school



## **7. EQUALITY IMPACT STATEMENT**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.