



Beachborough School

Anti-Bullying Policy

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Reviewed by: Mrs S Mitchell (Headteacher)

Guiding Principles:

The aim of our anti-bullying policy is to clarify that, within our school community, bullying at any level is always unacceptable. Bullying is included in the list of behaviours which qualify as child-on-child abuse. If left unaddressed it can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This anti-bullying policy document reflects our commitment to encouraging an environment where independence is celebrated and individuals can flourish without inhibition. Every member of the community has the right to be safe and happy in school and to be protected when they are feeling vulnerable. At Beachborough we aim to create an environment that prevents bullying from being a serious problem in the first place by creating an ethos of good behaviour where pupils treat one another and the school staff with dignity and respect.

From the moment a child joins the school, they bring experiences, opinions and attitudes from a variety of backgrounds and cultures. As recommended by [‘The Equality Act 2010’](#) our strategies must recognise and respect these differences. We recognise as a school that no pupil should be discriminated against or treated less favourably because of their age, sex (gender), disability, gender reassignment, sexual orientation, pregnancy or maternity, race and religion or belief. If children hear of, or see, behaviour that they feel is particularly good or particularly bad they are encouraged ‘to tell’ any member of staff, prefect or friend. The [NSPCC phrase ‘Speak Out – Stay Safe’](#) has been adopted.

The objectives of our anti-bullying policy are to:

- Clarify the school's collective understanding/responsibility of the nature of bullying.
- Involve the students themselves to share expectations and good practice to create culture of kindness in school.
- Underline the seriousness of bullying both physical and emotional, in its potential for causing psychological damage and even suicide.
- Encourage staff to maintain awareness and understanding of potential for, and effects of bullying.
- Make bullying an explicit theme in assemblies and through the curriculum.

Definition:

Bullying is any deliberate, consistently repeated, systematic behaviour which is intended to hurt, intimidate, frighten, harm or exclude; including on the grounds of race, religion, culture, sexual/sexist, gender, homophobic, special educational needs, disability, or because a child is adopted or is a carer, cyber (social websites, mobile phones, text messages, photographs and e-mail) or as part of so-called ‘initiation ceremonies’ for boarders.

It is not bullying when children of a similar age fall out, are mean or unkind to each other, or disagree about something. However, this experience may be upsetting, and the child’s form teacher or tutor may be required to restore the situation and offer advice on methods of improving communication. Unresolved disagreements and a failure to manage anger may cause resentment to escalate and a pattern of bullying may emerge.

Guidance:

Beachborough’s anti-bullying policy draws upon guidance contained in [‘Preventing and tackling bullying’ \(DfE July 2017\)](#), [‘Cyberbullying: Advice for headteachers and school staff’ \(DfE Nov 2014\)](#) and information from the local education authority.

Types of bullying behaviours:

Type	Examples
Verbal bullying	Repeated, systematic name calling; belittling; teasing; hurting a person's feelings; threats; alienating; excluding; spreading rumours; ostracising; gossiping.
Non-verbal bullying	Repeated, systematic intimidation through gesture; hiding/stealing/damaging a person's books or belongings; dirty looks; written threats; shunning someone.
Physical bullying	Repeated punching; biting; choking; kicking; shaking; slapping; tripping; spitting; poking; pushing; unwanted touch.
Cyber bullying	The majority of repeated verbal and non-verbal bullying can be carried out using the ever-expanding forms of technology available to children but without the bully having to confront the victim. It is often carried out anonymously and includes misuse of social websites, mobile phones, text messages, photographs (including the sharing of nude/semi nudes pictures) and e-mail.

Responsibilities:

- For our aim to be met the whole school community must take responsibility for our anti-bullying policy.
- Each child must be prepared to intervene if another in their year group is being bullied. They are encouraged to identify exactly what behaviour is wrong and report it to an adult. We aim to follow the culture of '**SEE IT, SAY IT, STOP IT**' with our children.
- Form VIII children are encouraged to take this a step further by acting on bullying behaviour wherever and whenever it happens and report it to a Year Group Co-ordinator or the Deputy Head Pastoral. This is discussed with Form VIII during prefect training at the start of the academic year.
- Our PSHE lessons, the CREATE framework, assemblies, projects, drama, stories and available literature must support the anti-bullying policy. Our 'Girls on Board' and 'Working with Boys' sessions also support the anti-bullying policy.
- Appropriate discussions on differences between people and avoidance of prejudice-based language should also take place both in lessons and outside lessons. Prejudiced-based bullying will be recorded as such.
- When required to intervene or in the event of a disclosure an adult must take the matter seriously, address the immediate needs of that child and report the matter to that child's form tutor and/or the Year Group Co-ordinator and or the Head of Boardman / Deputy Head Pastoral.

Threshold:

So that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies is understood following consultation with BSCP with further advice from DfE - [Bullying at School](#). Records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Useful Websites that support our Anti-bullying Programme:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)

- [The UK Safer Internet Centre](#) / [UK Council for Child Internet Safety \(UKCCIS\)](#)

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. *Linked Policies and read in conjunction with: Behaviour, Internet safety, Equal Opportunities, Social Media, Acceptable Use, Safeguarding and Child protection.*

Beachborough's Five Strands to Address Bullying

1. PARTICIPATION:

The views of the children are sought in the following ways: The School Council; open door policy for speaking with senior members of staff, form teachers or tutors; sitting and talking with children at mealtimes; engaging with children whilst on duty; PSHE lessons; each child's planner gives guidance on what to do should they suspect bullying.

Bully-free Beachborough *Five Strands of Support*

2. PREVENTION:

Beachborough recognises the wealth of experience that already exists throughout the school and that prevention is better than cure. The form teacher and form tutor are the front line in terms of managing the sometimes complex relationships between children. They are also the first point of contact for parents. It is the Deputy Head Pastoral's responsibility to ensure the smooth running of this process (which may involve intervention) and liaise with the parents and the Headteacher as and when it is necessary. Below Form V this responsibility would be held by the Head of the Boardman. In Form V and above, Year Group Co-ordinators (YGCs) monitor and manage 'whole year group' issues in consultation with tutors and the Deputy Head Pastoral. The YGCs regularly speak to each other to share experiences and offer support to one another. A School Council has been running since Autumn 2008 and it raises awareness of issues such as anti-bullying. On arrival new pupils are allocated a buddy to guide them through the transitional period. Small 'workshops', on specific skills, have been successfully run by the Phase Leaders, YGC and the Learning Zone (Support). These include; assertiveness, anger management, resilience skills and conflict resolution. Beachborough also has a full-time children's wellbeing and nurture practitioner to support the varying needs of pupils.

3. DATA ANALYSIS AND OBSERVATION:

Collection and analysis of data is essential: Weekly staff meetings should be used to highlight any ongoing concerns; incidents must be logged on to ISAMS (or My Concern if required) and must be kept up to date. The Senior Leadership Team keep a bullying log. The Head of the Boardman, Deputy Head Pastoral, Deputy Head Curriculum and Deputy Head Operations offices are at the hub of day-to-day school life. All staff are required to be vigilant and look for possible signs of bullying (depression, low self-esteem, shyness and isolation). Action taken may include deliberately engaging in conversation with the child; passing on concerns to the child's form teacher or tutor; alerting staff on the staff room whiteboard or Boardman Kitchen whiteboard.

4. INTERVENTION / DISCLOSURE:

To ignore bullying behaviour is to condone it. Comfort and reassurance are offered to the victim at the point of intervention or disclosure, and a written record is made before informing the form teacher or tutor (or the YGC or Deputy Head Pastoral in the case of a serious incident). This teacher must add a written, dated report into ISAMS (this may also be added to My Concern, if necessary). If a member of the non-teaching staff is faced with dealing with an instance of bullying, they are to inform either the Deputy Head Pastoral or the Headteacher on the same day. If bullying has occurred, it is the form teacher or tutor's responsibility to take further action. This may involve introducing the victim to facilities outlined in 'Prevention', the creation of an action plan and will involve verbal communication with the victim's parents, outlining the content of the action plan with a review date. Any further discussion will include consultation with the YGC, Deputy Head Pastoral and the Headteacher.

The alleged bully will also be given support/pastoral care and guidance from their form teacher/tutor and /or the Deputy Head Pastoral / Heads of Boardman. Whilst some children may remain in denial about the incident(s), most recognise that their pattern of behaviour has been wrong and are open to the suggestions given on how to improve.

5. CONSEQUENCES:

- **STAGE 1:** If proven beyond reasonable doubt that bullying has occurred, the child will be warned to stop and given guidance on how to do this. All staff involved with the children will be alerted to the situation, the child should be allowed to demonstrate that a lesson has been learned.
- **STAGE 2:** Any repetition within a reasonably short period of time will trigger a communication with the child's parents by the class teacher or form tutor or year group coordinator at which point the school's aims are reiterated. The details of the next steps will be communicated, should the bullying action continue.
- **STAGE 3:** Further repetition and the Phase Leader, YGC / Head of Boardman will formally meet with the parents, and the child will receive a debit as per our behaviour policy.
- **STAGE 4:** Further repetition would result in the child's parents being invited into school for a meeting with the Deputy Head Pastoral who will advise the parents that any further bullying will result in a stage 4 sanction involving internal inclusion
- **STAGE 5:** Further repetition would result in a meeting with the Headteacher. Suspension for a fixed period.
- **STAGE 6:** If Stage five does not resolve the matter and the school has exhausted its actions as listed above to amend the behaviour and stop it. The school will have no option but to remove the child from the school.

(The school reserves the right, at its discretion, to start at any stage, depending on the incident / a repeated situation)

