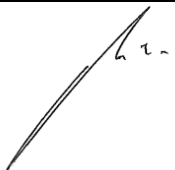


# Beaucroft Foundation School & College



## Anti Bullying Policy

Date Adopted: 6/1/2025
Review term: 2 years
School Lead: Joe Barnett / Diane Makariou
Linked Governor: Noel Harrison
Signed By: 

## **Anti-Bullying Policy**

Beaucroft School is committed to providing its pupils with a caring and friendly environment within which individuality can flourish, allowing them without hindrance, to live their lives to the full in as many areas as possible. Everyone has the right to be treated with kindness and respect.

It is our belief at Beaucroft School that intentional bullying is very rare. However, if ever there were any incidents of intentional bullying they would immediately be dealt with by staff. What is more likely is that some of the behaviours of a few pupils may be frightening or threatening to other children. We deal with these incidents through our Risk Assessments, Behaviour Support Plans and through staff knowing all students well. Whilst we do encourage our student's special interests, if that special interest is a fixation on another child we discourage it. We would log all incidents of intentional bullying. We involve parents/carers in any such incidents, in a supportive and collaborative manner.

Beaucroft School adheres to the recommendations from the following sources:

1.1 The DfE document 'Preventing and tackling bullying Advice for Headteachers, staff and governing bodies' (July 2017) states that maintained schools must have measures in place to prevent all forms of bullying.

1.2 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act (2010) replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales

Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

1.2 The DfE document '**Preventing and tackling bullying-Advice for headteachers, staff and governing bodies**' (July 2017) defines bullying as; '...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

## **2 Aims and objectives**

2.1 We do all we can to prevent bullying from occurring, however unlikely. Our school ethos stresses respect for others, tolerance and celebrating successes.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying. It is all our responsibilities to ensure bullying does not occur.

## **3 The role of governors**

3.1 The governing body supports the Co Headteachers in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

3.2 The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Co Headteachers to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Co Headteachers and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

## **4 The role of the Co Headteachers**

4.1 It is the responsibility of the Co Headteachers to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Co Headteachers report to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Co Headteachers ensure that all students know that bullying is wrong, and that it is unacceptable behaviour in this school. However, we very rarely use the term 'bullying' in our school. The pupils have limited understanding of what this means and they are unable to grasp the concept of bullying and what this entails.

4.3 The Co Headteachers ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 Our school has a climate of mutual respect, praise and acknowledgement of success. This enables all of our students and staff to feel valued. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **5 The role of the teacher and support staff**

5.1 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

5.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. We work together to prevent bullying and respond to any incidents quickly and appropriately keeping staff, parents and governors informed.

5.3 Any incidents of bullying should be recorded on SIMS and using Serious Incidents Forms.

5.4 When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the student who has carried out the bullying. Time is spent talking to the student who has bullied: explaining why his/her action was wrong, and that student is encouraged to change his/her behaviour in future. If a student is repeatedly involved in bullying other children, we inform the Senior Leadership Team. We then invite the student's parents into the school to discuss the situation.

5.5 All members of staff routinely attend behaviour training, following the Dorset Therapeutic Thinking procedures. This enables them to respond appropriately to the behaviours our pupils may exhibit. Staff focus on de-escalating situations and reducing the risk of a crisis occurring.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **6 The role of parents**

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Co Headteachers. If they remain dissatisfied, they should follow the school's complaints procedure.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of students**

7.1 Many of our students do not have the capacity to understand the full extent of what constitutes bullying. We encourage students to get the help of an adult if they need it for any reason, for instance if another student is engaging in behaviour they find frightening.

7.2 Students are invited to tell us their views about a range of school issues, including behaviour they find frightening or don't understand.

## **8 Monitoring and review**

8.1 This policy is monitored on a day-to-day basis by the Co Headteachers, who report to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the incident data, where incidents of bullying are recorded, and by discussion with the Co Headteachers. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed in two years, or earlier if necessary.