



ANTI BULLYING MEASURES & STRATEGY

Update September 2023

*"To provide an exceptional learning experience for all where
potential is nurtured and responsible citizens created"*

1. This document is closely linked to:

- The overall school mission statement and artefacts
- The school's equal opportunities policy;
- The school's behaviour policy;
- The school's safeguarding statement.

2. Definition:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It is for the victim, not the bully, to decide what is 'unwanted'. The school recognises the serious nature of acts of unkindness and bullying and the consequences it can have on a person experiencing them.

We use the acronym **STOP: Several Times On Purpose** to help students to remember the difference between bullying and acts of unkindness. Both of which are not tolerated at Beechwood School.

3. How we prevent bullying:

We believe it is important not only to deal with bullying when it happens, but to educate our students in order to prevent bullying occurring.

In practice, the issue of bullying is dealt with in:

PSHCE lessons

Assemblies

Displays

Special events

Raising the awareness of parents

STOP also stands for: **Start Telling Other People.**

We are all responsible to ensure there is zero-tolerance for bullying at Beechwood:

"If you are not part of the solution; you are part of the problem"

We share with the students our approach:

ISEMS:

Identify

Support

Educate

Monitor

Sanction

4. How pupils, parents and staff can report incidents of bullying - **I**dentify

All are encouraged to communicate concerns to staff or to the school via form tutors, DOS, DDOS or any other member of staff.

All will be assured that they will remain anonymous, if they so wish.

5. How we investigate allegations of bullying - **I**dentify

Staff close to the victim/person who had brought the allegation will take a statement in private and ascertain the students feelings towards the alleged perpetrator. They should be confident that they will be listened to; their feelings recognised; and believe the matter will be investigated.

A statement will also be taken from the alleged perpetrator and any other witnesses/other evidence. Impartiality will be employed at this time until all sides have been heard.

6. How we work with the victim - **S**upport

The victim of bullying or an act of unkindness will be included in deciding the best way to approach the situation so as not to exacerbate it. The key question will be, "what do you want the outcome of this to be?" We will be sensitive to their needs as well as to those of the person(s) they are accusing whilst upholding our zero-tolerance to bullying stance.

Students who have reported bullying behaviour can expect:

- To have the incident recorded;
- To be treated with kindness;
- To be told the outcome;
- To be monitored to check that bullying has not recurred.

7. How we work with the student who has been unkind/bullied - **E**ducate

Students who display bullying behaviour can expect:

- To have their behaviour challenged;
- To be treated with kindness;
- To be helped to understand how they have made someone else feel;
- To be involved in putting things right;
- To have the incident recorded;
- To experience disciplinary consequences should they not respond to the requirement to cease this behaviour.

8. How we record, analyse and track incidents of bullying - **M**onitor

Incidents will be monitored through ClassCharts and through C-Poms. Individuals involved (both victim and perpetrator) will be checked in regularly by key adults to ensure all is well with them.

9. Sanction procedures - **S**anction

Sanctions will be put into action if acts of unkindness are undertaken or bullying exists. The sanction will depend on the situation and the student. These include:

- Detentions
- Parental meetings
- Reports
- Limits at lunch and breaktime
- Core Room
- Education at another local school (short term isolation)
- Fixed term suspensions
- Permanent exclusions

10. Community involvement

We work best when we work together as the Beechwood community. Strategies include:

- Involving parents/carers of both victim and perpetrator at all stages of the process;
- Using our peer mentors, 6th Leaders and Year 11 prefects for early intervention and buddying;
- Working with professionals within the school such as our Emotional Literacy Support Team [ELSA], learning mentors; learning continuity team, Educational Psychologist; and counsellor;
- Liaising with external agencies such as the Mental Health Support Team [MHST], SEBDOS, Berkshire Youth, Haybrook College.

11. How we react to bullying that occurs off school premises or online

If any incidents - in school or out; in real time or over social media - that are brought to our attention will be addressed. For those out of school, it will be important to involve parents and, if necessary, the police.

12. How we train staff and governors in preventing and handling bullying

All staff undergo annual safeguarding training which includes child on child issues and social media concerns.

All staff also have ongoing CPD- this year it is "5 to Thrive" through the NHS partnership - to ensure we are kind, robust, curious and non-judgemental in our dealings with students.

Building relationships is central to what we do as a school and this issue is no different. Staff are aware that they are dealing with a behavioural choice. The behaviour is not the student. Kindness and respect are non-negotiable artefacts for all of the Beechwood community.

Governors monitor bullying as part of their school improvement role and as part of their termly monitoring cycle.

School policies which have relevance are:

- Behaviour Policy
- Safeguarding Policy
- Use of Social Media
- Exclusion Policy