



Mission Statement

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God.

We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

Anti-Bullying Policy

Policy Type	Policy Number	Prepared by (job title) and date
Non - Statutory	NS02	Executive Headteacher Autumn 2025
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Signed on behalf of the Full Governing Body	<i>G.M.Kendrick</i> (Chair of Governors)	02.12.25



Our Lady Help of Christians Catholic Academy Trust

Providing an inspirational, outstanding Catholic education for all the children and young people in our schools.

BEC Federation Anti-Bullying Policy

Principles

'My commandment is this: love one another just as I love you.' John 15:12.

Our principles for good behaviour, including the prevention and management of bullying, are based on the aims of our school. In particular 'to lead those in our care to grow in their faith and to benefit from an enriching education' we believe that:

- Our Christian faith teaches us that each person is made in the image of God and therefore bullying is unacceptable.
- Pupils develop best in a secure environment, free from intimidation.
- Pupils who bully should be identified and challenged to make best use of their God-given talents.
- Working closely with the families of the victim and aggressor with help from both parties.

BEC Federation Statement

All children have the right to feel safe and protected in BEC Federation of schools. All adults in our community have an obligation to support this principle, and all children should be encouraged to share in this responsibility for the safety and well-being of each other.

Equality Act 2010

The Equality Act 2010 replaces and consolidates previous anti-discrimination legislation, including the Sex Discrimination Act 1975 and the Race Relation Act 1976, with a single Act. Both schools will have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics, between people who share a protected characteristic and people who do not share it.

There are several other pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

Aim

The aim of this policy is to ensure that all members of the BEC Federation community can identify and understand the seriousness of bullying and know ways of responding to it effectively.

At the BEC Federation we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are telling schools. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in both schools.

BEC Federation Anti-Bullying Policy

Definition

"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy." (DFE)

Child friendly definition shared during Anti-Bullying Week

"Bullying is when someone keeps being mean to another person or a group of people. It can be hurting them, saying unkind things, or making them feel sad or scared on purpose. People who bully often do it to feel powerful or in control. Bullying is not okay, and it often happens when no one else is watching."

BULLYING IS NOT WHEN CHILDREN FALL OUT OR DON'T GET ON

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

The BEC Federation recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by the BEC Federation as being a form of child on child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Bullying can be carried out by individuals or groups. The characteristics of bullying are that:

- It is deliberately hurtful
- It is repeated over time
- It is difficult for those being bullied to defend themselves
- It is usually hidden from adults or authority figures

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying

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- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Cyber Bullying

We recognise and will act in accordance with guidelines set down by the DfES on cyberbullying as specified on www.dfes.gov.uk/bullying.

We recognise that bullying increasingly takes place in “cyber” environments, such as on the internet and through the use of mobile phones. In whatever form, we will take action to prevent this and parents are informed of all incidents. In some cases these incidents can be treated as a Child Protection issue.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

The effects of bullying

Bullying can be profound and have a long lasting affect on pupils and their families. Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- ‘Losing’ possessions
- Damaged possessions
- Hitting out at others or becoming aggressive

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- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Children who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Class teachers and staff generally need to be aware of the ways in which school practices may enhance or diminish children's levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Again, experience has shown that where school is involved, it will be easier to sort out a problem by approaching school first.

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can be unlearned too.

We believe that:

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The person being bullied needs a balance between protection and empowerment

It is the aim of our approach to bullying at the BEC Federation to work towards achieving all three of the above statements.

Preventive measures

At the BEC Federation we:

- establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children through whole school assemblies and class discussions
- specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- specify clearly language which is unacceptable vocabulary
- ensure that all children and adults sign up to the schools Anti-Bullying Charter. This links to Anti bullying awareness week (November).
- Constantly talk to children through our faith assemblies about mirroring Jesus and the values that are spelled out in our Mission statement
- specify clearly what sanctions and support will follow bullying behaviour
- will ensure that children are clear about the vocabulary which is acceptable when discussing any form of discrimination i.e. racism, homophobic name calling
- will uphold the British and Catholic faith values
- we draw up individual educational programmes for those children experiencing interpersonal and peer relationship difficulties
- we use differentiated personal and social curriculum materials.

Principles for the management of incidents

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- A secure environment should be provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

- **be available** - break the code of secrecy. Make it known that you are ready to listen. Provide immediate support
- **listen to the child** - ask the bullied child who was involved and how she or he is feeling
- **record** - ensure the incident is recorded and forwarded to Senior leaders (CPOMs)
- **respond** - ensure that responses are non-aggressive and provide models of positive behaviour.
- **identify vulnerable pupils** with long-term needs requiring a development programme.
- **follow up** - review progress and evaluate policies and intervention.

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Advice is offered to parents

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

School Procedures

- All incidents of suspected bullying are reported to the Executive Head Teacher or Head of School.
- Incidents are recorded on CPOMs and the matter investigated.
- Where judged necessary, parents of all the children involved should be informed and will be asked to come to a meeting to discuss the problem.
- Support will be given to help the child displaying bullying behaviour to change their behaviour.
- If bullying continues then the behaviour policy would be used to look at further measures.

Procedures when working with children

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Work with an individual or a group of children is carried out:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of children who have been bullied and of those children responsible for the bullying
- This work may happen within class, through support from the learning mentor or the Nurture group leader or from the Local Authority Behaviour Support Team

Procedures when working with the child who is bullied

Work with children that follows any discovery or report of bullying must avoid aggravating the bullied child's physical or emotional distress. Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the child who has been bullied
- avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
- use "supportive" children to ensure that the bullied child is befriended and supported
- consider the appropriateness of referring the bullied child for specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise.

Procedures when working with the child who bullies

We work hard with children who bully others to ensure that they receive the help that will prevent further bullying. Bullies are

- frequently victims of bullying themselves and may need help to see that bullying is not acceptable behaviour.
- children who have not learned appropriate ways of interacting with their peers.

Procedures for dealing with a reported incident of unclear bullying

Each case must be treated as the unique incident that it is. Inevitably, there will be some occasions when it will be very unclear as to what has actually happened. In these circumstances the priority will be given to ensuring that no further incidents take place. Relevant staff including teaching staff, pastoral support staff, and lunchtime supervisors will be informed in order that the situation may be monitored closely.

Strategies and methods to deal with incidents

The schools have a number of strategies to deal with incidents and an appropriate method will be selected depending on factors including:

- The age of the children involved
- The severity of the incident
- Any previous history

Strategies to support discussion around bullying incidents

Aim: To reach agreement that the pupil concerned is having a bad time in school and to agree individual action.

Include all the people directly involved.

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- Welcome the pupil into the room.
- Offer a relaxed atmosphere.
- Remain neutral and calm.

Questioning may involve –

“I hear that you’ve upset X. Tell me about it.”

- Let the pupil talk.
- Don’t ask any leading questions.
- Encourage them to answer your specific questions.
- WAIT if they don’t say anything.
- Don’t question if they complain about the bullied pupil.

: “I was wondering what you could do to make things better for X.”

- Accept suggestions.
- Don’t discuss how.
- WAIT if they don’t say anything.
- If the child is really stuck for ideas, say: “I’ve got an idea, would you like to hear it?”

“OK, I’ll see you next week to find out how you are getting on.”

(NB The above questions will need to be re-phrased for the child who has been bullied:

“I hear that X has upset you. Tell me about it.”

“So, it sounds like you are having a bad time in school.”

“I was wondering what X could do to make things better for you.”)

Follow-up

Follow up to find out about the effectiveness of the individual action.

Celebrate success and, if appropriate, set new targets.

Discuss:

- What has been done well.
- What can be done if the bullying happens again.

It is important to emphasise that the children are going to be in school together for a long time. Conflict is most easily resolved when people in conflict have a sense of a long-term future together.

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place according to the school’s Behaviour Policy (see Behaviour Policy)
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Parents will be informed of outcomes and discussions.

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Anti-Bullying Charter - Rights

Bullying: Bullying is using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves.

ALL members of our Community have a **Right to:**

- Feel safe from harm, both inside and outside of school
- Be treated with respect
- Report bullying
- Be educated about bullying
- Have all bullying concerns dealt with sensitively and effectively
- Know how to respond to incidents of bullying and to be able to tell a trusted person if something worries you
- Be safe when using technology and the Internet
- Expect others to behave appropriately

Anti-Bullying Charter - Responsibilities

Bullying: Bullying is using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves.

ALL members of our Community have a Responsibility to:

- Treat others with respect at all times and to set a good example for others
- Prevent and report bullying (of you and of others) in all its forms
- Behave appropriately and uphold school values both inside and outside of school
- Use technology appropriately, legally and not to the detriment of others
- Understand the difference between banter and interactions that can threaten or hurt
- Understand diversity and recognise everyone should be treated with respect regardless of difference
- Recognise the potential risks of using technology and how they can be avoided
- Respect people's privacy