



## Anti-Bullying Policy

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An academy within:



“Learning together, to be the best we can be”

# 1. Introduction

- 1.1. Beech Academy recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.
- 1.2. We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.
- 1.3. Bullying of any kind is unacceptable at The Beech Academy. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. Should the incident involve a member of staff this will be handled using the staff code of conduct policy and the Head Teacher, in conjunction with HR and union representatives, who will conduct a thorough enquiry. Should a crime be committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by the Head Teacher. We celebrate diversity and promote cohesion within our community.

# 2. Statement Of Intent

- 2.1. At The Beech Academy we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. The Beech Academy, acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening are expected to tell relevant staff.

## 3. Aims and objectives of this policy

3.1. The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2014 and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

## 4. What is bullying

4.1. The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

4.2. Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated

over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

4.3. Bullying is recognised by the school as being a form of child on child abuse. It is recognised to be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

4.4. Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g., being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

4.5. The following are examples of bullying behaviours:

- Verbal e.g. name-calling, sarcasm, spreading rumours, threats, teasing and belittling.
- Physical e.g. pushing, poking, kicking, hitting, biting and punching
- Emotional e.g. spreading hurtful and untruthful rumours, excluding people from groups, hiding books, threatening gestures, ridicule, humiliation, intimidating, manipulation and coercion.
- Racist racial truant, graffiti, gestures, making fun of culture and religion
- Cyber/ Online e.g. Instagram, Snapchat, TikTok and/or WhatsApp, posting on social media, sharing photos and social exclusion.
- Sexual e.g. unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films.
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion e.g. demands for money or personal property
- Damage to Property e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some may evolve over time.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on

someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Beech Academy, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses and in school taxis
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Map out safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

## 5. Child – on – Child Abuse

**5.1.** Child-on-child abuse refers to any form of physical, sexual, emotional, or discriminatory abuse perpetrated by children or young people towards others of a similar age. In a special school context, this may include behaviours that are influenced by additional needs, communication difficulties, or social understanding.

**5.2.** Types of Child-on-Child Abuse may include, but is not limited to:

- Bullying (including cyberbullying)
- Physical abuse (e.g., hitting, kicking, biting)

- Sexual violence and harassment
- Up skirting or inappropriate sexualised behaviour
- Initiation/hazing-type violence and rituals
- Emotional abuse (e.g., threats, intimidation, exclusion)
- Discriminatory abuse (e.g., racist, sexist, homophobic, or ableist behaviour)

5.3. All staff are trained to recognise signs of child-on-child abuse and respond appropriately. All reports will be recorded using CPOMS and investigated by the Designated Safeguarding Lead (DSL). Parents/carers will be informed where appropriate, and external agencies may be involved.

5.4. Victims of child-on-child abuse will be supported through pastoral care, counselling, and safeguarding plans as appropriate and alleged perpetrators will be supported to understand and change their behaviour, with consideration of their individual needs. A restorative approach may be used where appropriate, alongside disciplinary measures.

## 6. Generative artificial intelligence (AI)

6.1. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

6.2. Beech Academy recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

6.3. Beech Academy will treat any use of AI to bully pupils in line with our Anti-Bullying, Behaviour and Safeguarding policies.

## 7. Impact of Bullying

7.1. Research confirms the destructive effects of bullying on the lives of young people. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety

- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

### 7.2. Some Signs Of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

7.3. These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

## 8. What We Will Do as A School

- 8.1. Ensure the whole school community has an understanding of bullying and its consequences.
- 8.2. Appoint a designated member of staff as anti-bullying officer's –Jon Kirkland, Charlotte Dunn, **Behaviour & Attendance**. The Designated Safeguarding Lead is: Matthew Heartfield.
- 8.3. Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- 8.4. Implement a consistent system for recording incidents of bullying in line with government advice through the use of CPOMS.
- 8.5. Develop a preventative approach to bullying. Pupils will be encouraged to recognise that not only do they have rights but the choices they make bring responsibilities.
- 8.6. Identify and make safe, areas in school where bullying could/has been known to occur.
- 8.7. Be aware of factors which may cause some children to be more vulnerable than others.
- 8.8. Work in partnership with the police should there be bullying incidents whee a crime has been committed.

- 8.9. Foster a clear understanding that bullying, in any form, is not acceptable.

## 9. How We Do This

- 9.1. We do this by:

- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence.
- Any incidents are treated seriously and dealt with immediately.
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The parents of both the victim and perpetrator will be informed.

## 10. Legislative Assurance

- 10.1. The Equality Act (2010) stipulates that schools (including academies and free schools) cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.
- 10.2. Protection is now extended to pupils who are pregnant or undergoing gender reassignment
- 10.3. Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.
- 10.4. Safeguarding children and young people – 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.

## 11. How We Will Work With Victims Of Bullying

### 11.1. The school will always:

- Ensure that there are easy/clear pathways for reporting bullying.
- Ensure that victims are listened to and reported incidents are acted upon.
- Ensure that strategies are put in place to support individual needs.
- Ensure victims are consulted, and kept involved and informed.
- Ensure all concerns are recorded accurately on the appropriate system and review by the DSL & Anti bullying officer to identify trends to inform education/ avenues of potential support.

## 12. How We Will Work With Those Accused Of Bullying

### 12.1. The school will always:

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators are consulted, and kept involved and informed.
- Implement appropriate sanctions and learning programmes for example:
- counselling/instruction in alternative ways of behaving
- rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

## 13. How We Will Work With Pupils Exposed To The Bullying Of Other

### 13.1. The school will always:

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.
- Implement appropriate learning programmes and raising awareness about the impact of bystanders.

### 13.2. Strategies we may use include:

- Circle Time

- Assemblies
- Circle of Friends
- Participation in Anti-Bullying/Friendship Week
- Work with other agencies
- Implement sanctions

## 14. How We Will Educate The School Community

### 14.1. The school will always:

- Involve Parents/Carers, pupils, other organisations & celebrate success.
- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Arrange e-safety events.
- Ensure that the anti-bullying officer attends appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences. between groups of people within the school community.
- Challenge homophobic/transphobic language and support different families.
- Raise awareness of homophobic, trans-phobic and bi-phobic language.

## 15. How We Will Work With Parents And Carers

### 15.1. The school will always ensure:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- Every opportunity is given to parents/carers to share their concerns.
- Where a parent/carer is dissatisfied with the schools handling of a situation then the Headteacher will seek to resolve the situation informally. In the event of a formal complaint then the school's agreed complaints procedure will be invoked.
- If after following the school's formal complaints procedure the parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be accessed.

## 16. How We Will Support Staff

- 16.1. We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol) Linked Legislation. Beech Academy utilises the information held within the ThinkuKnow website linked directly to CEOP.

<http://ceop.police.uk/safety-centre/>

The CEOP 'eye' symbol is also located at all internet access points around school.



- 16.2. Criminal law - Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- 16.3. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.



## Appendix 1 - Support Agencies we may consult

Katherine Marshall. Anti-Bullying and Online Safety Coordinator at Nottinghamshire County Council.

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

**Child line** – advice and stories from children who have survived bullying 0800 1111 [www.childline.org.uk/](http://www.childline.org.uk/)

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parent line Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

**Parents Against Bullying** 01928 576152

### Useful sources of information

**Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chat danger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)



### **Further sources of information:**

Other departmental advice and guidance you may be interested in government Behaviour and Discipline in Schools Guidance

<https://www.gov.uk/government/.../behaviour-and-discipline-in-schools>

### **Legislative links:**

***Schools' duty to promote good behaviour:*** Section 89 Education and Inspections Act 2006 [www.legislation.gov.uk/ukpga/2006/40/section/89](http://www.legislation.gov.uk/ukpga/2006/40/section/89)

***Education*** (Independent School Standards) (England) Regulations 2010 [www.isi.net/.../271112\\_web%20consolidated%20version%20-%20indep...](http://www.isi.net/.../271112_web%20consolidated%20version%20-%20indep...)

***Power to tackle poor behaviour outside school***

<https://www.education.gov.uk/.../preventing%20and%20tackling%20bull...>

***The Equality Act 2010***

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

### **Specialist organisations**

***The Anti-Bullying Alliance (ABA):*** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

***Beat Bullying:*** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat Bullying have developed a peer support programme for young people affected by bullying.

***Kidscape:*** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

***The Diana Award:*** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.



**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

### **Cyber-bullying**

**Child Net International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**Digizen:** provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

### **LGBTQ**

**EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

**Doncaster PRIDE** - local LGBT equality organisation

### **SEND**

#### **Mencap:**

Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

#### **Changing Faces:**

Provide online resources and training to schools on bullying because of physical difference.



***Cyberbullying and children and young people with SEN and disabilities:***

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Racism**

***Show Racism the Red Card:*** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

***Kick it Out:*** Uses the appeal of football to educate young people about racism and provide education packs for schools.

***Anne Frank Trust:*** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

## Appendix 2 – Recommended Procedures

Recommended procedures in school for reporting bullying: pathways of help (All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis)

### **Child is bullied**

Bullying concern is reported to school by another pupil, parents or members of the school community

Victim personally reports bullying, e.g. using a 'worry box' / incident card or directly to an adult / Buddy / Peer Mentor in the school

1. Meeting takes place between victim and appropriate adult in school, e.g. form / class teacher

- Clarify the facts
- Suggested ways forward agreed
- Short review time agreed

2. Designated adult leads discussion / interview with all parties

- Actions / strategies are agreed
- Parents informed
- Short term review
- Feedback to Parents

3. Agreed actions / strategies delivered by 'trained' school staff or approved external agency, e.g.

- Restorative Justice
- Mediation / counselling
- Anger management training and self help
- Peer Mentor / buddy Support
- External Agencies – Connexions, (Integrated Youth Services from January 13)
- Circle of friends

*Incident resolved / bullying stops OR Step 4 Not Resolved*

4. If issue unable to be resolved internally by school:

- Head teacher and Chair of Governors inform / seek advice from LA Anti-Bullying Development Officer
- Parents should, if requested be given a copy of the school's complaint procedure