Beechview Academy Anti-Bullying Policy

Reviewed by Head Teacher: Complete

Reviewed by Chair of Governors & LGB: Complete

Date published: October 2026

Date for Review: October 2027

Anti-Bullying Policy

1. Introduction

At Beechview Academy, we recognise that pupils may be bullied in any school or alternative setting. We are committed to preventing bullying, raising awareness, and responding promptly and effectively to ensure the safety and well-being of all pupils.

We are a **trauma-informed and attachment-aware school**, promoting positive relationships and emotional security. This policy supports our **Vision, Aims and Values**, which centre on respect, kindness, and honesty, and should be read alongside our:

- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy
- Behaviour Regulation and Relationships Policy
- Online Safety Policy
- Equality and Diversity Policy

We also follow guidance from **Keeping Children Safe in Education (KCSIE 2026)** and uphold the Trust's commitment to **zero tolerance** for all forms of bullying.

---

2. Statutory and Legal Context

This policy meets national statutory requirements and reflects MET Trust expectations:

- **Education and Inspections Act 2006** – duty to encourage good behaviour and prevent bullying.
- **Education (Independent School Standards) Regulations 2014** – duty to prevent bullying as far as reasonably practicable.
- **Equality Act 2010** – duty to eliminate discrimination, advance equality, and foster good relations between people with and without protected characteristics.
- **Children Act 1989** – bullying incidents must be treated as safeguarding concerns if there is reasonable cause to suspect significant harm.
- **KCSIE 2025** – requires schools to embed anti-bullying within safeguarding.
- **Criminal Law** – recognises that some bullying behaviours (e.g. harassment, malicious communications) may constitute offences.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Beechview Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil 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's safeguarding team.

---

3. Principles

Beechview Academy's anti-bullying approach is guided by the MET Trust's core principles:

- **Zero tolerance:** Bullying in any form is unacceptable.
- **Whole-school approach:** Anti-bullying is embedded across the curriculum, assemblies, and pastoral systems.
- **Safeguarding first:** Bullying is treated as a safeguarding issue when appropriate.
- **Inclusivity and equity:** All pupils, including those with SEND or protected characteristics, are entitled to safety and respect.
- **Restorative practice:** Responses aim to repair harm, rebuild relationships, and promote accountability.
- **Empowerment and education:** Pupils are taught how to recognise, report, and challenge bullying safely.
- **Staff training:** All staff receive annual training and ongoing professional development.

---

4. Beechview Values and Vision

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values).

We believe that every child has the right to learn and grow in a secure, supportive environment. Our school community is built on:

- **Respect for others** through active listening and honesty.
- **Positive relationships** between staff, pupils, and families.
- **Personal responsibility and kindness** in all interactions.

Our ethos reflects the Early Years Foundation Stage principles, which underpin our approach to learning and well-being from entry through Year 6.

---

5. Aims

Our aims are to:

- Create a culture where bullying behaviour is unacceptable.
- Promote understanding, respect, and empathy.
- Ensure pupils feel safe, valued, and listened to.
- Support all pupils to reach their potential academically, socially, and emotionally.
- Respond effectively and consistently to any bullying concerns.

---

6. Definition of Bullying

Bullying is **behaviour by an individual or group, repeated over time**, that **intentionally hurts another person physically or emotionally** and involves a **power imbalance**.

Bullying may include:

- **Verbal or physical abuse** (teasing, hitting, threats)
- **Cyberbullying** (social media, gaming, messages)
- **Prejudice-based bullying** (race, faith, gender, sexuality, disability)
- **Sexual harassment or gender-based bullying**
- **Relational or social exclusion** (rumours, manipulation, isolation)

Bullying is distinct from isolated conflicts or friendship disagreements.

---

7. Types of Bullying

- **Cyberbullying:** Misuse of technology to harm or intimidate others.
- **Racist bullying:** Targeting someone because of ethnicity, culture, or nationality.
- **Homophobic, bi-phobic, or transphobic bullying:** Prejudice against sexual orientation or gender identity.
- **Disability-related bullying:** Targeting someone due to special educational needs or disabilities.
- **Sexual or sexist bullying:** Unwanted verbal, non-verbal, or physical behaviour of a sexual nature.
- **Relational bullying:** Damaging someone’s reputation or social standing.

---

8. Vulnerable Groups

Some pupils may be more at risk of bullying, including, and not limited to:

- Looked After or Previously Looked After Children
- Young carers
- Children with SEND
- Pupils from ethnic minority backgrounds or EAL pupils
- Pupils eligible for Free School Meals
- Pupils identifying as or perceived to be LGBTQ+
- Pupils with mental health challenges

---

9. Prevention Strategies

Beechview Academy takes proactive measures to prevent bullying by:

- Embedding **anti-bullying education** in PSHE, RSHE, and assemblies.
- Celebrating **Anti-Bullying Week** annually.
- Using **restorative circles** to promote positive dialogue and empathy.
- Promoting the **School Code of Conduct**:
    - Be kind, helpful, and polite
    - Be respectful of others
    - Care for our school and everyone in it
- Teaching **digital resilience and online safety**.
- Providing **parental workshops** on e-safety and cyberbullying.
- Training staff to recognise early signs and intervene appropriately.

---

10. Reporting and Recording Procedures

All bullying concerns are taken seriously.

Pupils can report:

- To any trusted adult
- Through “Worry Boxes” or digital forms

- Via peer mentors or wellbeing ambassadors

Staff must:

- Record all incidents on **CPOMS** (or safeguarding system)
- Inform parents/carers of both victim and perpetrator
- Escalate safeguarding concerns to the **Designated Safeguarding Lead (DSL)**
- Ensure follow-up, monitoring, and support are provided

---

11. Response and Intervention

When bullying is reported:

1. The incident is investigated by the class teacher and/or senior leader.
2. Facts are established through conversations with all parties.
3. Restorative approaches are prioritised.
4. Sanctions are applied where appropriate, alongside support.
5. Parents are informed and involved in follow-up actions.
6. The Headteacher oversees resolution and ensures closure when the issue has ceased.

If the situation persists or serious harm is suspected, it is treated as a **safeguarding issue**, and external agencies may be contacted.

---

12. Support for Pupils

Victims:

- Emotional and pastoral support
- Regular check-ins with staff or mentors
- Access to counselling or external services

Perpetrators:

- Behaviour reflection sessions
- Restorative dialogue and accountability
- Mentoring and positive behaviour plans

13. Roles and Responsibilities

Headteacher and Senior Leadership Team

- Implement and monitor this policy
- Maintain accurate bullying records and analysis
- Ensure staff are trained annually
- Report to the Local Governing Body and MET Trust

All Staff

- Model respectful, inclusive behaviour
- Identify and respond to bullying swiftly
- Support affected pupils

Pupils

- Show kindness, respect, and empathy
- Report bullying when they see it
- Support peers appropriately

Parents and Carers

- Communicate concerns promptly
- Work in partnership with the school

Local Governing Body

- Approve and annually review the policy
- Monitor trends and outcomes
- Ensure statutory compliance

MET Trust

- Provide the overarching framework and training
- Monitor consistency and support best practice
- Analyse trust-wide data and provide guidance

14. Monitoring, Evaluation, and Review

- All bullying incidents will be recorded, tracked, and monitored termly.
- Trends will be shared with the Governing Body and MET Trust.
- Pupil and parent feedback will inform continuous improvement.
- The policy will be reviewed annually in line with Trust and DfE updates.

---

15. Linked Policies

- Child Protection and Safeguarding Protection Policy
- Behaviour for Learning Policy
- Behaviour Regulation & Relationships Policy
- Equality and Diversity Policy
- Online Safety Policy