



**Beckfoot  
Phoenix**  
Primary Special School

## Beckfoot Phoenix Anti Bullying Protocol In conjunction with The Beckfoot Trust Behaviour Policy

### Bullying

Sarah's responsibilities as anti-bullying co-ordinator are:

- Policy implementation involving pupils, staff, Local School Committee members, parents/carers and relevant local agencies and assessing effectiveness.
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Co-ordinating strategies for preventing bullying behaviour. The nominated Governing Body committee with responsibility for Anti-bullying (behaviour) is the Local school committee



The anti-bullying co-ordinator in our school is Sarah Lloyd.

## Definition of Bullying

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

(Safe to Learn: embedding anti bullying work in schools 2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required



## What does bullying look like?

Bullying can include

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing: sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.
- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.



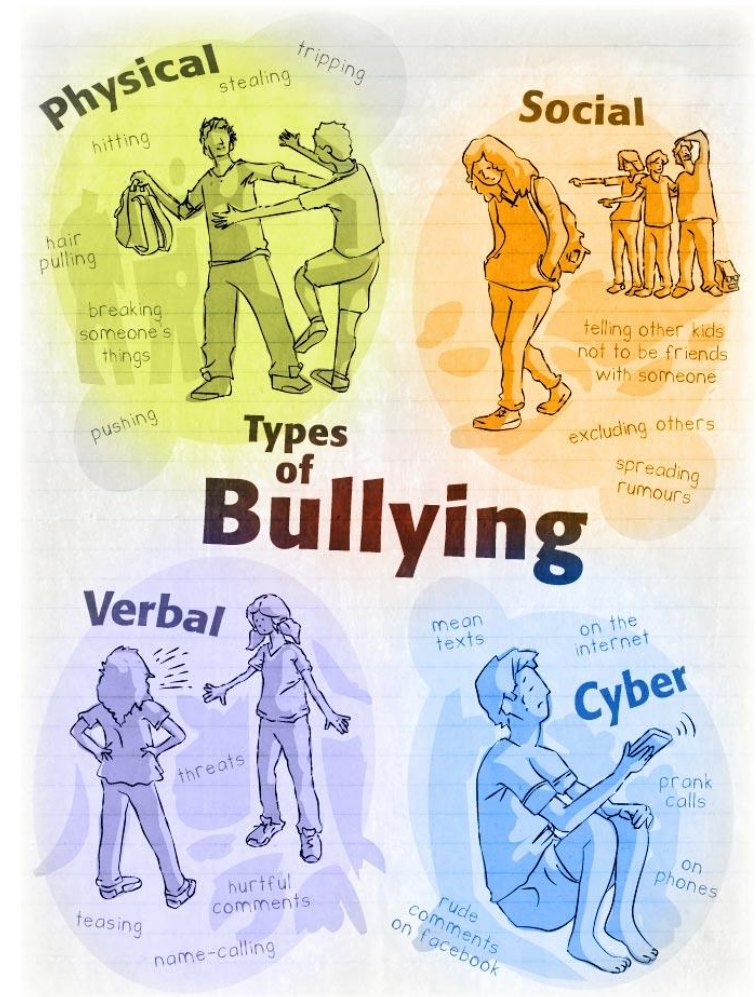
## Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals of groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their role.





## Reporting and Responding to Bullying

- Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are victims of bullying or have witnessed bullying behaviour (bystanders). Procedures All reported incidents will be taken seriously and investigated involving all parties.
- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation – solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Referral to behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists.
- Follow up especially keeping in touch with the person who reported the situation, parents/ carers
- Support for the victim and the bully.
- Reporting to the Local School Committee
- Involvement of Police if appropriate.



## Recording Bullying and Evaluating the Policy

- Bullying incident will be recorded by the member of staff who deals with the incident and this will be notified to the Senior Leadership Team and held by the Anti-Bullying coordinator.
- The information held will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of policy.
- This information will be presented to the Local School Committee in an anonymous format as part of the head teacher's report.
- This policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.



## Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Beckfoot Phoenix School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Direct teaching about bullying in class and assemblies through SEAL (Social and Emotional Aspects of learning)
- PSHE/citizenship lessons
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
- Pupil voice
- Restorative approaches
- Parent groups/extended schools
- Peer mentoring/buddying systems
- Parent information events/information
- Staff training
- Confidentiality policy



The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately.

We will investigate incidents of bullying, reported or witnessed inside and outside of school involving our children along with behaviour which could adversely affect the school's reputation. In such cases the Head teacher will assess the situation and will make an informed decision as to the most appropriate way forward. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. Staff will be expected to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the