Local Anti-Bullying Protocol

At Beckfoot Phoenix our school sentence is to learn lots, make memories and be brilliant every day to help us lead happy, healthy and fulfilled lives.

We foster a welcoming culture of safety, responsibility and respect ensuring a positive climate where all members of our school communities feel safe, comfortable, and accepted. We have a zero-tolerance approach to all forms of child-on-child abuse including sexual harassment or violence and bullying. We are committed to ensuring a caring, inclusive and safe environment to enable all members of our community to enjoy, learn and succeed.

The protocol has been adopted with the involvement of the whole school community and should be read in conjunction with the Beckfoot Trust Anti-Bullying Policy which is available on the Trust website: **Beckfoot Trust - Policies and Documents (check link).** The protocol details specific processes within our school.

Leadership

The senior leader responsible for the whole school approach to anti-bullying is Sarah Lloyd (Headteacher) supported by Gemma Wilson (Deputy Headteacher and Designated Safeguarding Lead) and Anny Asquith-Williams (Assistant Headteacher) and Jenni Martin (Behaviour Lead).

Preventative Curriculum

We will seek to prevent bullying through:

Our assembly and pastoral programme

- Provide assemblies led by senior leaders which cover topics such as friendship, being kind, expressing emotions and constantly reminding children about trusted adults and how to communicate, as well as specific topics such as cyber-bullying and online safety.
- Signpost pupils so they know how to express worries and anxieties about bullying.
- Through the medium of Colour Monsters, regulation time is embed as a constant feature of relationships and pedagogy between staff and children, which ensures a safe space which actively encourages open dialogue to express emotions.
- Pastoral time provides opportunities to talk about what is and what is not OK with class teachers reinforcing key messages.
- Provide safe spaces and confidential listening areas e.g. class calming corner, the nurture hub, a reset room or sensory pods.

PSHE curriculum

- Reinforce our anti-bullying message to pupils through our PSHE curriculum, for example Making Relationships, Sense of Self and Understanding Emotions.
- Keep our anti-bullying approach high profile and reinforce through whole events such as anti-bullying week, safe me week and enrichment activities.
- Ensure students have an active voice in school through morning group time, student survey and the school council.
- Through the IT curriculum, children are taught specifically about online safety, especially confidentiality, what they should not share and what to do if they feel uncomfortable.

Filtering and Monitoring

- Effective use of Smoothwall filtering and monitoring to quickly identify any unwanted signs of online bullying, violence or harassment.
- Pro-actively analyse data to ensure occurrences are rare and no patterns are emerging.

Diversity and Inclusion

- Support staff to promote positive relationships and recognise some members may be more vulnerable to bullying and its impact including children particularly on children who are non-verbal.
- Pro-actively seek opportunities to learn and celebrate difference, actively embracing diversity within our school community, recognising the success of all.
- Listening to and dealing with all concerns at a 'bothering' level, which is recorded on CPOMs, communicated to parents and subsequently monitored by class teams.
- For children who are cognitively able, pro-active restorative work is completed 1:1 to help provide additional education about the wider world and what is socially and morally acceptable in society – this is part of a well embedded preparation to adulthood curriculum that is interleaved throughout all aspects of school life to prepare children for life beyond Phoenix.
- Welcome new members to our school community and celebrate success and achievements of all in our school community.

School Procedures

Reporting Worries and Concerns

- In our school, children who are concerned or are experiencing bullying have regular opportunities throughout the day through feelings checks to talk to their trusted adult, or any adult within school.
- The following systems are also in place for pupils to raise concerns or self-refer:
- Morning meet and greet
- Feeling checks throughout the day using Colour Monsters
- Student voice/survey
- A worry box for children who are cognitively able enough to communicate either through writing or drawings

If parents/carers need to contact us about any concerns relating to their child(ren) or any other child(ren) they can contact the school office by telephone, send a direct message through Class Dojo or speak to class teachers on drop off/pick up.

Responding to a Concern

The flow chart in Appendix 1 details how we respond when a concern is raised.

Reporting, Monitoring and Follow up

- Following a conversation with children, all incidents (including at bothering level) are recorded on CPOMS.
- Bothering incidents are recorded as 'behaviour', repeated incidents are recorded as 'bullying'. Bothering would be a first instance, for example, a name call.
- As part of the monitoring at a 'bothering' level, all members of safeguarding team are made aware.
- The class team directly involved with the child are all informed to ensure behaviour can be monitored throughout the day.
- Contact is made with parents through their preferred medium of communication to both the victim and the perpetrator.
- The school make expectations to parents clear as part of the family engagement strategy and follow up with a further contact as necessary.

- Unintentional physical altercations that happen when children are dysregulated are not recorded as bullying. They are recorded as child on child abuse, however DSLs monitor for patterns to identify any trends or unwanted behaviours.
- Likewise, unintentional Prejudice based discriminatory behaviour, which occurs when students are either dysregulated or due to a lack of cognition, is already recorded under behaviour and monitored in the same way.

Supporting our Community

Role of Adults

- Follow the steps outlined in this local protocol which provides details of specific roles
- Work together to create and support an inclusive environment which promotes mutual respect and consideration for others
- Listen with an open mind to all concerns
- Be vigilant to bullying behaviours and challenging language or behaviour that does not uphold our values or protocol
- Teach children about how to know the signs of bullying and be a positive bystander / upstander
- Monitor children who have disclosed bullying closely
- Provide support to children who have been bullied, through:
    - Reassurance and pastoral support, building self-esteem and confidence
    - Contact with support organisations for specialist advice and guidance
    - Providing an appropriate intervention
    - Referral to or signpost to outside agencies, where appropriate (e.g. Childline)
- Provide support and work with children who have perpetrated bullying by:
    - Discussion about what happened and the need to change
    - Involving parents/carers to support changes to behaviour and attitude
    - Providing advice to parents about monitoring devices
    - Providing an appropriate intervention

Role of Pupils

- Follow the school rules
- Report instances of bullying, no matter how small
- Talk to an adult about any concerns or difficulties
- Make a note of any bullying or record any evidence such as screenshots
- Be positive bystanders if bullying is seen in our school
- Be active in our work to prevent bullying from occurring outlined above

Role of Families

- Engage with and feedback on school procedures to prevent and tackle anti-bullying in line with our Home School Agreement.
- Support our zero-tolerance approach to bullying when talking to your child/ren including addressing any issues beyond school that give rise to bullying
- Read our Dojo updates on activities happening in school
- Report any worries to school
- Role model positive behaviour for children, both on and offline
- Raise concerns with school in an appropriate manner in line with our Complaints Policy

Monitoring and Review

- The school will regularly monitor and evaluate mechanisms to ensure that the policy and protocol is consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The protocol will be reviewed by the Headteacher with a senior member of staff in line with the Trust policy review every year.

Appendix 1: Responding to a concern

A report of bullying is made to the school

Student – by reporting to a trusted adult	Staff – observing a concerning behaviour that constitutes bothering	Families – through communication with school staff

Victim

- Staff take the time to listen to the child
- The child is thanked for reporting to a trusted adult
- A verbal action plan is made with the child to support and reassure

- All incidents recorded immediately on CPOMS
- Fact find completed and contact maintained with the family

Witnessed

- Speak immediately to the perpetrator
- Restorative action initiated

Unwitnessed

- Carry out a fact find
- If substantiated, follow 'witnessed' actions.
- If not, decide upon appropriate actions with the class as a preventative measure

Fact find

- If substantiated, follow 'witnessed' actions.
- If not, decide upon appropriate actions with the class as a preventative measure

All incidents recorded on CPOMS

DSL and Behaviour team would review to determine further action and monitoring

Contact made with parents with follow up actions and subsequent contact agreed

4