

Anti-Bullying Policy

BCHS is a school where:

- Where aspiration, knowledge and kindness are at the heart of all that we do.
- Where every child is respected, valued and supported to achieve their very best.
- Where high expectations, engaging learning and a culture of respect enable every child to succeed.
- Where children feel safe, happy and encouraged to grow into independent and responsible young people.
- Where achievement, character, leadership and personal development are recognised and celebrated.
- Where strong partnerships between staff, students, parents and governors support a thriving school community.

Policy owner (Name):	Mr Chris Burrows
Policy owner (Job Title):	Associate Deputy Headteacher
Date of adoption:	September 24
Date of review:	August 24
Date of next review:	July 2026

This policy is for the whole school and The Credo School, our designated provision at Birchwood Community High School.

Purpose

Bullying and Anti-bullying is subject to several education and societal laws and this policy is written to reflect this. Under the direction of the Education Act, every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. 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'. As part of our Safeguarding responsibility, Birchwood Community High school strives to create a secure environment in which all learners and students feel safe and thrive.

The purposes of the Anti-Bullying Policy and underlying Procedures are:

1. To develop a common, shared and understood definition of bullying. At Birchwood Community High School, the definition of bullying is "any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group." Single, one-off incidents are unacceptable, but they are not defined as bullying. They should be reported, treated seriously and will be dealt with accordingly;
2. To create an ethos where bullying is recognised as unacceptable and to involve the whole school community in challenging and combating bullying;
3. To implement the Equalities Act 2010 and develop understanding of the protected characteristics;
4. To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
5. To establish a climate in which students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.
6. To provide clear and coherent procedures and intervention strategies to deal with bullying incidents and to make the whole school community aware of them;
7. To emphasise the proactive work that takes place in the school related to respect, tolerance, equality and diversity and pro-social behaviour;
8. To develop a shared awareness of why bullying occurs and what its symptoms are;
9. To highlight the individual responsibility of all staff in order to ensure every incident is recorded and followed up.

Accordingly the school will:

1. Provide a physical environment which makes learners feel safe and secure;
2. Have a named member of staff responsible for monitoring bullying incidents and procedures, providing guidance and training to staff, learners and the school community;
3. Require all staff to challenge, record centrally and follow up all bullying incidents;
4. Follow a set of procedures to consistently investigate and conclude bullying allegations;
5. Provide a range of intervention programmes for perpetrators and victims;

6. Reinforce spiritual, moral, social and cultural values by incorporating issues related to bullying in the curriculum;
7. Provide a range of forums where the views of the school community concerning bullying can be expressed;
8. Enlist the help and active support of relevant additional agencies;
9. Make parents/carers and learners aware of the policy once a year.

Evaluation

1. The named member of staff (Mr Burrows) will monitor bullying statistics and procedures and report to SLT and the Governing Body;
2. The named member of staff will monitor and evaluate the inclusion of bullying themes across the curriculum;
3. The named member of staff will evaluate the views of students and staff in relation to bullying themes in the curriculum;
4. The member of SLT leading on CPD will evaluate the provision of training;
5. The named member of staff will evaluate feedback from the range of forums.

This policy and procedure will be evaluated and reviewed annually. If a parent has a question about this policy or any of the information that is in it, they should contact Mr C Burrows.

Appendix 1 – Further Information

1. This policy complies with Section 89 of the Education and Inspections Act 2006

2. Named Person.

The named person will be Mr C Burrows

3. Our Definition of Bullying:

“Any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.”

4. Bullying acts can include:

- Threatening behaviour including intimidation
- Physical violence
- Unpleasant words including verbal abuse and insulting comments
- Repetitive sarcasm, teasing or ‘banter’
- Prejudice language and slurs (related to race, gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex and sexual orientation)
- Stealing or demanding behaviours

- Coercion
- Sending unpleasant messages or images electronically
- Using social media sites, online gaming communications or other new technologies to intimidate or humiliate

5. The purpose of our policy is to implement the Equalities Act 2010 and develop understanding of the protected characteristics by:

- a. Eliminating unlawful discrimination, harassment or victimisation
- b. Advancing equality of opportunity
- c. Fostering good relations between people who share a protected characteristic and people who do not share it;

6. The Protected Characteristics as listed in the Equalities Act 2010

- Race
- Sex
- Sexual Orientation
- Gender reassignment
- Disability
- Religion or beliefs
- Age
- Pregnancy and maternity
- Marriage and Civil Partnership

Appendix 2 – Procedures

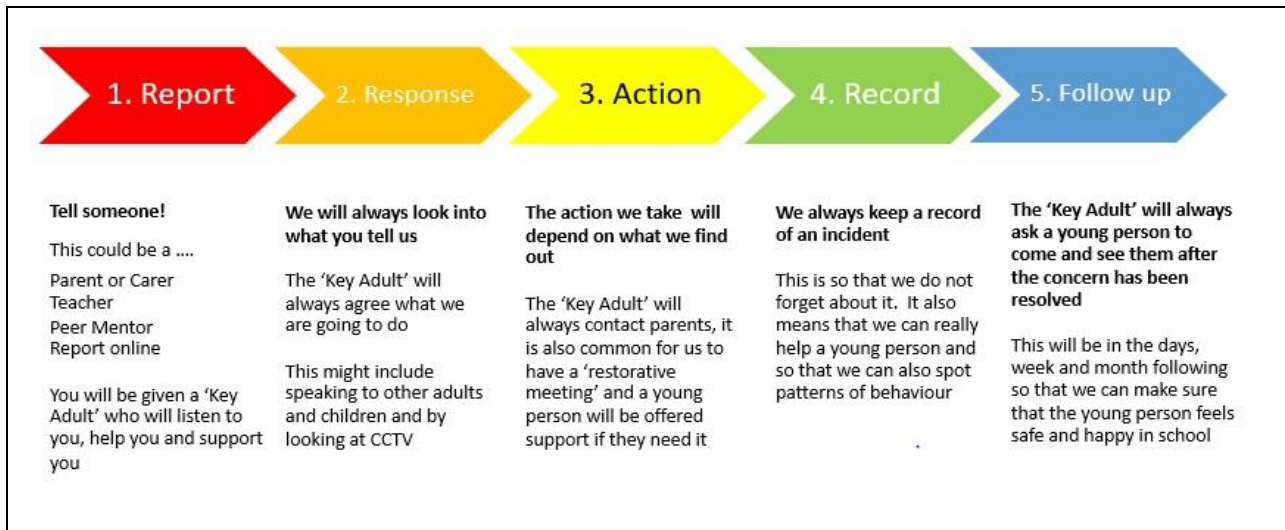
The Birchwood Commitment - When a young person speaks out about bullying

- Their report will be recognised and acknowledged
- They will be listened to and their concerns will be taken seriously
- Our response will be to investigate the allegation in a timely manner
- Appropriate action and next steps will be agreed
- We will inform parents or guardians
- It will be recorded
- A person will be named to help and support the young person
- We will follow up the incident a day, week and month after the incident is resolved

Report	<ul style="list-style-type: none"> • It is always right to tell someone if a person is being bullied or if someone they know is being bullied This is our message to all students, parents, staff and members of the community • Students should report a concern to a person they trust • If a parent has a concern they should contact their child’s Head of House, the Deputy Pastoral Manager or a member of the Polaris Team. If you have to leave a message, please state that this is a potential bullying issue so that it can be prioritised
Response	<p>We will investigate all reported incidents of bullying:</p> <ul style="list-style-type: none"> • Appropriate students or staff will be interviewed and their statements will be taken • Statements will be dated and signed • CCTV footage will be reviewed if necessary • Communicate the process as necessary to a victim
Action	<p>a. Actions applied will depend upon the individual incident but may include:</p> <ul style="list-style-type: none"> • Alteration to seating plans within teaching groups/form groups • Lunchtime or after school detentions • Restricting access to the school site or classrooms • Internal Isolation • Exclusion from school site at lunchtime for a fixed period of time • Transfer of form group or teaching group • Off-site intervention at a local secondary school • In serious cases the school will consider a fixed term exclusion or a permanent exclusion • Any other sanction deemed appropriate by the Headteacher <p>b. The significant majority of cases will also include a ‘restorative meeting’. We believe that a restorative approach is vital to allow victims to express their feelings and for perpetrators to understand the effect of their behaviour. This is conducted following a strict process, with a trained member of staff and in a safe environment.</p>

	<p>c. Parents/carers will always be contacted during the process and to inform them that appropriate action has taken place (without specific information about another child).</p> <p>d. A victim will be offered support. This could include a peer mentor, emotional support or practical support in the building.</p>
Record	<p>e. Following the conclusion of the incident:</p> <ul style="list-style-type: none"> Record the incident on class charts using the appropriate 'bullying' classification (substantiated) Complete the central electronic bullying log (substantiated/not substantiated) Collate all statement and file in the student's admission folder. Group incidents with that involve multiple alleged victims or perpetrators should be filed in shared the bullying folder (substantiated/not substantiated) Inform and make record a discussion with parents
Follow up	<p>Following resolution and conclusion of the incident, the lead professional should make sure that the young person makes contact with them to ensure that the matter has come to a conclusion:</p> <ul style="list-style-type: none"> Following day and then the Following week

Our Student Leadership Team have devised this user friendly version



Appendix 3 – Communication with Parents

We are a community school and pride ourselves on the quality of our relationships both within school, with parents and in the community. We want you to get in touch with school at every opportunity to give us feedback on all aspects of school life.

What can I expect if I do contact the school?

We need to know as much information as possible. It is helpful for all staff if the information that is given to the Office Staff has as much detail as possible:

- your name
- the name and form group of your child
- your contact details
- the reason for contacting school
- your availability for a return call or e-mail

What is a reasonable response time?

Routine contact will be made with parents and other adults within 48 hours, however we will make every effort to communicate within 24 hours. If the matter is urgent, for example, related to a child's safety, please state this clearly and ask for Mrs Crompton or Mr Burrows the Designated Safeguarding Leads in school.

What if I come in and ask to see someone but I do not have an appointment?

We will aim to see everyone who comes into school, but this is not always possible. If this is the case, the office staff at the main reception will take your name and phone number and attempt to arrange an appointment at a mutually convenient time.

What do I do if I need to speak to someone and resolve an issue?

If you would like to discuss anything, please direct this to a specific member of staff if you know who this is. If you do not know who is the best person to talk to, ask the Office Staff for their advice and they will suggest someone who can help you. You should expect them to contact you in timely manner as outlined above. They will ask you about the preferred outcome, work to resolve the issue and keep you informed of the progress

If you are not satisfied with this outcome, you should contact one of the Deputy Headteachers, Mr Burrows, Mrs Forster or Mrs Rigby-White directly. They will contact you and support all parties involved to work to the desired outcome.

In the unlikely case that this matter remains unresolved, please contact the Headteacher Ms Mills or the Chair of Governors. The school's procedure for dealing with complaints is available on the school website.

Appendix 4 - Bullying Outside the School Site

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Appendix 5 – Anti-bullying Ambassador Programme (Mrs Butler)

Peer Mentors and Ambassadors provide invaluable support to learners who are vulnerable, for those who find the transition from primary to secondary difficult and students who are need some advice and guidance. The selection process for Peer Mentors involves:

- 1) Initial interest taken
- 2) Students apply
- 3) Selection from application
- 4) Introduction to Peer Mentoring Training
- 5) Safeguarding Training
- 6) Students are then attached to a Mentor and liaise and are supported by Mrs Butler

Peer Mentors also:

- Raise money through various fundraising events for anti-bullying charities.
- Produce videos and promotional information in order to raise profile of their service and for anti-bullying.
- Attend Open Evening to promote the service.

Appendix 6 – Useful websites

www.anti-bullyingalliance.org.uk/ www.bullying.co.uk/ www.kidscape.org.uk/
www.childline.org.uk
www.nspcc.org.uk
www.stonewall.org.uk
www.kickitout.org
www.thinkuknow.co.uk
www.stopcyberbullying.org