



## Anti-bullying Policy

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### Mission Statement

*Through practising the Catholic values and virtues found in the Becket Way, every person at The Becket School will achieve their full potential spiritually, morally, socially and academically. We will work in partnership with parents and carers to support our young people in following Jesus as our role model and living life in all its fullness.*

*We aspire to:*

**Work hard** in all that we do – our faith, our schoolwork and our relationships, embracing the opportunities offered to us.

**Be kind and loving** by treating others as we wish to be treated, recognising that everyone is made in the image and likeness of God.

**Do the right thing** by helping each other to encounter Jesus Christ through practising the Gospel values within our school, local and global communities.

*Galatians 6:1*

*My friends, if someone is caught in any kind of wrongdoing, those of you who are spiritual should set him right; but you must do it in a gentle way. And keep an eye on ourselves, so that you will not be tempted, too.*

## 1. Introduction

The Becket School aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of The Becket School as we seek to develop the unique talents of each pupil in the traditions of the Catholic Faith. We are a well ordered community, with a happy learning environment, and our code of conduct and our rules are all designed to promote responsibility and mutual respect.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## 2. Policy Development

This policy was formulated in consultation with the whole school community with input from

- Staff –both teaching and non-teaching
- Governors
- Parents/carers
- Students

Pupils have contributed to this policy via the school council and discussion with individuals. They have completed a survey related to our Healthy Schools initiative.

The policy has also been quality assured by external consultants

The policy is available online (in the policies section of the school website).

## 3. Roles and responsibilities

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

- **The Anti –bullying Co-ordinator** in our school is the Assistant Headteacher responsible for inclusion (Mr D Udoh). The responsibilities of the coordinator are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review

- Managing the overview of reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The Designated Safeguarding Lead/Leads (DSL) and their Deputy/Deputies in our school are: Mr D. Udoh (DSL), Mrs Z Virgo (Operational DSL), Ms E. Roberts (Senior Safeguarding officer) and Mrs A. Sardone (Safeguarding officer 6<sup>th</sup> form). Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

There is a nominated Governor with the responsibility for Anti-bullying (Behaviour): Mrs S Smith

#### **4. Definition of Bullying**

At The Becket School we have adopted the definition of bullying which is provided by the Anti Bullying Alliance as below:

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.*

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

#### **What does bullying look like?**

At The Becket School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour can be physical, sexual, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments

- Online/cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- Prejudice-related or discriminatory bullying (see below)
- excluding people from groups.
- *Many of the behaviours above would fall under the umbrella term of child on child abuse (see safeguarding policy).*

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:

### **Prejudice Related or Discriminatory Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Misogynistic/misandristic (including sexualised terms used to demean a gender), racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they identify as lesbian, gay, bisexual, transsexual, non-binary or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something

or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. "Banter" is not permitted at The Becket School as referenced in our "Becket Way Promoting positive behaviour" policy. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **Where does bullying take place?**

Bullying is not confined to the school premises. It can also take place outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour as promoted through The Becket Way.

Bullying can take place between:

- young people (child on child abuse – see safeguarding policy)
- young people and staff
- between staff
- individuals or groups

## **5. 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 the victims of bullying or have witnessed bullying behaviour (bystanders).

Anyone who thinks they are the victim of bullying, or who has witnessed it taking place, is encouraged to report it. If the incident involves children or young people it should initially be referred to the relevant Progress Leader. Students are encouraged to tell someone about any bullying they think is taking place: this can be their form tutor, their Progress Leader or a member of the Damascus or Safeguarding team. Students can also inform a member of the Safeguarding team about any bullying incidents or worries that they have using the “Worry button” on the School website- this is found at the very top of the website located in the middle. All allegations will be taken seriously and investigated.

All members of staff are aware of their responsibility to inform the Progress Leader of any alleged incidents of bullying. Parents/carers, bystanders, staff and visitors are encouraged to report any incident to the appropriate Progress Leader via e mail, telephone calls or face to conversations.

### **Procedures**

All reported incidents will be taken seriously and investigated. All relevant parties will be involved in the investigation. This would usually include the victim(s), the alleged bully (or bullies) and any witnesses. Other agencies that may have relevant information will be contacted – this could include staff that mentor students, Damascus Centre staff, and the like.

- All parties will be interviewed/statements will be collected.
- Evidence may be sought from electronic devices. The Becket School follows the guidance from the DfE on confiscation and searching of personal items:  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Parents will be informed. This will be in writing if the student is to be placed on the anti-bullying register.
- A range of responses will be in place to deal with the matter in the most appropriate way. This will involve the victim(s) and the bully (or bullies).
- The school may impose sanctions as it sees fit. This could include detentions or exclusions.
- There will be responses to monitor progress. If the bully is not involved in a further incident, for a period of a term, they will be moved down a stage on the register or removed if at the bottom step. The anti-bullying registers are updated and reviewed regularly.
- The school will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Support will be offered for the victim and the bully. The Damascus Centre is likely to have a major role.
- Where necessary, The Becket School will work with external agencies including the police.

If the incident is deemed to fit the criteria of bullying the student will be placed on the Anti-Bullying Register. The school has separate registers to cover different forms of bullying including racism, homophobic/transphobic, sexism and prejudice related to disability or religion.

Stage	Definition	School Response
<p>n/a</p> <p><b>Stage 0</b></p> <p><b>Pre-bullying concern</b></p>	<p><i>Suspicion of</i></p> <ul style="list-style-type: none"> <li><i>unkind, aggressive, or inappropriate behaviour by an individual or group towards another individual or group.</i></li> </ul> <p><i>or some evidence of</i></p> <ul style="list-style-type: none"> <li><i>bullying-like behaviour which might be circumstantial or unverifiable; the incident might also be isolated and possibly unintentional.</i></li> </ul>	<ul style="list-style-type: none"> <li>Suspected participant(s) and victim(s) spoken to separately and offered any necessary support.</li> <li>Noted on the student's file for future reference.</li> <li>Conduct of individual or group to be monitored for three months.</li> <li>A sanction or restorative action may be given depending on the circumstances. <b>e.g. informal warning, letter of apology, restorative meeting, detention (Reflection can be a sanction for an action if serious, even if the intention to hurt is unclear).</b></li> <li>Parents may be made aware of this sanction/action and informed about the stages of the bullying register.</li> </ul>
<p><b>Stage 1</b></p> <p><b>First Offence of Unkind, Aggressive or Inappropriate Behaviour</b></p>	<p><i>Clear evidence of</i></p> <ul style="list-style-type: none"> <li><i>unkind, aggressive, or inappropriate behaviour by an individual or group towards another individual or group.</i></li> <li><i>the victim or victims being harmed physically and/or emotionally by the behaviour.</i></li> </ul>	<ul style="list-style-type: none"> <li>Conversation with participants and victim, necessary support offered, and subsequent check-in agreed.</li> <li>Student placed on bullying register at Stage 1</li> <li>Parents will be informed via a letter.</li> <li>A sanction <b>will</b> be issued which is <b>at least a 30 minute detention</b> but may be more depending on the circumstances/seriousness e.g. RC/IE/FTE.</li> <li>The student's placement on the register at Stage 1 will be reviewed after 3 months.</li> </ul>
<p><b>Stage 2</b></p> <p><b>Second, Repeated, or Significant Offence of Unkind, Aggressive, Or Inappropriate Behaviour</b></p>	<p><i>Clear evidence of</i></p> <ul style="list-style-type: none"> <li><i>a second incident of unkind, aggressive, or inappropriate behaviour by individual or group towards another individual or group despite the school's previous intervention.</i></li> </ul>	<ul style="list-style-type: none"> <li>Conversation with participants and victim, necessary support offered, and subsequent check-in agreed.</li> <li>Student placed on bullying register at Stage 2</li> <li>Parents will be informed via a letter.</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>a repetitive pattern of unkind, aggressive, or inappropriate behaviour by an individual or group towards another individual or group.</i></li> <li>• <i>a significant single incident of Bullying Concern or inappropriate behaviour by an individual or group towards another individual or group.</i></li> </ul> <p><i>There is also</i></p> <ul style="list-style-type: none"> <li>• <i>reasonable suspicion of the perpetrator or perpetrators intending to cause physical and/or emotional harm to another individual or group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A sanction <b>will</b> be issued which is <b>at least one day in the Reflection Centre</b> but may be more depending on the circumstances/seriousness e.g. IE/FTE.</li> <li>• The student's placement on the register at Stage 2 will be reviewed after 3 months.</li> </ul>
<b>Stage 3</b>  <b>Act(s) or Major Single Incident of Clear Bullying or Inappropriate Behaviour</b>	<p><i>Clear evidence of</i></p> <ul style="list-style-type: none"> <li>• <i>bullying or inappropriate behaviour by an individual or group towards another individual or group with a clear intention – evidenced by repeated incidents – to cause physical and/or emotional harm.</i></li> <li>• <i>a major single incident of bullying or inappropriate behaviour by an individual or group towards another individual or group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formal meetings with participant(s) and victim(s), necessary support offered, conduct agreement signed by perpetrator(s) and victim(s), subsequent check-ins with perpetrator(s) and victim(s) agreed.</li> <li>• Student placed on bullying register at Stage 3</li> <li>• Parents will be informed via a letter.</li> <li>• A sanction <b>will</b> be issued which is <b>at least a Pre-Exclusion</b> but may be more depending on the circumstances/seriousness e.g. FTE.</li> <li>• The student's placement on the register at Stage 3 will be reviewed after 3 months, using the agreement's red lines for guidance.</li> </ul>
<b>Stage 4</b>  <b>Further Acts or Severe Single Incident of Clear Bullying or Inappropriate Behaviour</b>	<ul style="list-style-type: none"> <li>• <i>further acts of bullying or inappropriate behaviour by an individual or group towards another individual or group with a clear intention to cause physical and/or emotional harm.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formal meetings with participant(s) and victim(s), necessary support offered, conduct agreement revisited and revised, then signed by perpetrator(s) and victim(s). Subsequent check-ins with perpetrator(s) and victim(s) agreed.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>a severe single incident of bullying or inappropriate behaviour by an individual or group towards another individual or group with the intention to cause physical and emotional harm.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formal notification will be sent home via a written letter. Parent meeting to be arranged.</li> <li>• The student will receive an appropriate sanction which is <b>at least two days FTE</b>, but may be more depending on the circumstances.</li> <li>• The student's placement on the register at Stage 4 will be reviewed after 3 months, using the agreements' red lines for guidance.</li> </ul>
<b>Stage 5</b>  <b>Persistent and Repeated Acts or Extreme Single Incident of Clear Bullying or Inappropriate Behaviour</b>	<p><i>Despite best efforts of school, parents, and students, there is clear evidence of either</i></p> <ul style="list-style-type: none"> <li>• <i>bullying or inappropriate behaviour by an individual or group towards another individual or group with intention to cause physical and/or emotional harm having continued.</i></li> <li>• <i>a known perpetrator now bullying or behaving inappropriately towards a different individual or group with the intention to cause physical and/or emotional harm.</i></li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <i>an extreme single incident of bullying or inappropriate behaviour by an individual or group towards another individual or group with the intention to cause physical and/or emotional harm.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formal meetings with participant(s) and victim(s); necessary support offered; conduct agreement revisited and revised (with clear red lines from school), then signed by perpetrator(s) and victim(s).</li> <li>• Student moved to Stage 5 of the register and formal notification will be sent home via a written letter/parent meeting.</li> <li>• Any student on Stage 5 of the register will be required to have a meeting with a school Governor.</li> <li>• Failure to comply with these preventative measures and repeat acts of bullying could lead to <b>longer FTEs and/or permanent exclusion.</b></li> </ul>

It may be appropriate, depending on the severity of the incident, for the student to be placed straight onto Stage 2 or 3 of the register. In addition, it may be in the appropriate and in the best interests of a student for more than one warning to be given in order to facilitate a restorative outcome.

There are a range of follow-up strategies the school uses in order to work with the target of the bullying and the perpetrator of the bullying. These include short-courses delivered by the Learning Support Unit, restorative approaches, reflection tasks, liaising with external agencies etc. In addition to these follow-up strategies, the register will regularly be reviewed for trends and to ensure there have been no further incidents relating to specific students.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded on CPOMS alongside witness statements and also updated on the Register. The register is currently kept in an electronic form and these are maintained by the leader of Damascus.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. Patterns and trends identified through analysis are used to inform:

- Progress Leaders addressing year group issues through form time and assemblies,
- Restorative work to be completed and reflected on
- LSU short-courses/mentoring
- Safeguarding procedures.

The register will be available for the School Governors and any sub committees who wish to view it. Summary statistics from the register are shared with School Governors every term. The policy will be reviewed and revised as advised by the Governing Body of The Becket School.

Prejudice related incidents of bullying are also recorded in a separate register for monitoring and student disciplinary purposes.

### **6. Strategies for Preventing Bullying**

As part of our commitment to the safety and welfare of pupils we at The Becket School have developed the following strategies to promote positive behaviour and discourage bullying. They are not in any order of importance.

- The Becket Way behaviour lessons where school expectations, underpinned by Gospel Values, are made clear. This includes challenging an anti-snitch culture; if a student labels another student as a 'snitch' or uses related-terms, this will typically result in the student spending a day in the Reflection Centre.
- Student voice
- Active school council representatives from year groups
- PSHE and personal development provision
- Anti-bullying themes are highlighted via acts of worship/tutorials
- Taking part in Antibullying week (Annually in November)
- Internet safety sessions for students. This is also covered in ICT lessons.
- Information is shared with parents on Internet safety
- Raising staff awareness

- Use of the Damascus Centre for short courses e.g. behaviour modification, anger-management courses, empathy development.
- Anti-bullying restorative packs in the Reflection Centre

## **7. Links with other policies**

It may be useful and helpful to read this antibullying policy alongside the following policies:

- Behaviour policy
- Safeguarding policy
- Online safety policy
- RSE Policy

**Implemented on: February 2025**

**Approved by Full Governing Body: 2025**

**Next review date: February 2028 (3-year review cycle)**