



## beatrice tate school

Policy status	Non-statutory
Approved	24 <sup>th</sup> March 2025
Next review date	March 2027

### Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere.

We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# Anti-bullying Policy

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## 1. Version control

Version	Date	Author	Description of change
<b>May 2022</b>	05.12.22	WH	Existing Policy reviewed and updated
<b>March 2025</b>	24.03.25	WH	Reviewed and rewritten in school policy format

# Anti-bullying Policy

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## 1. Aims

Beatrice Tate School is committed to ensuring a safe and respectful environment for all students. Bullying of any kind is unacceptable at our school. If bullying does occur, students should feel confident to report it, knowing that incidents will be dealt with promptly and effectively. Anyone who witnesses bullying is expected to report it to a member of the Senior Leadership Team (SLT) or the Designated Safeguarding Lead (DSL).

## 2. Legislation and guidance

This policy is based on the following statutory guidance and legislation:

- **Preventing and Tackling Bullying (DfE, 2023)**
- **Keeping Children Safe in Education (DfE, updated annually)**
- **The Equality Act (2010)**
- **Online Safety Act (2023)**
- **Working Together to Safeguard Children (DfE, 2023)**

## 3. Definitions

### 3.1. What is bullying?

Bullying is defined by the **Department for Education (2023)** as:

*“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”*

Bullying can be **direct (physical or verbal)** or **indirect (e.g., exclusion, spreading rumours, cyberbullying)**, causing pain and distress to the victim. It differs from temporary conflicts that arise naturally between individuals and are resolved quickly.

### 3.2. Forms of bullying

Bullying can include:

- **Emotional** – being unfriendly, exclusion, tormenting
- **Physical** – hitting, kicking, pushing, or any use of violence
- **Racist** – racial taunts, graffiti, or gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Homophobic/Biphobic/Transphobic** – targeting individuals based on sexual orientation
- **Cyberbullying** – using digital platforms to harass or demean
- **Prejudicial bullying** – related to race, religion, faith, belief, disability or gender identity

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Bullying can also target:

- Children in care or young carers
- Students with Special Educational Needs or Disabilities (SEND)
- Children from different ethnic backgrounds
- Teenage parents or those under legal protection (Equality Act 2010)

## 4. Prevention

Beatrice Tate School promotes positive behaviour through:

- A structured PSHE curriculum that incorporates social skills development and emotional literacy tailored for students with SEND.
- Regular staff training on recognising and addressing bullying, including understanding behaviour linked to disabilities.
- Student observation protocols to identify potential signs of bullying in learners with PMLD/SLD.
- Parent workshops on cyberbullying, online safety, and identifying signs of distress.
- Clear reporting procedures using accessible methods for non-verbal students (e.g., visual supports, communication aids).
- Personalised interventions, such as behaviour support plans, social stories, and positive reinforcement strategies.
- Implementation of a peer support system with trained students assisting in anti-bullying initiatives where appropriate.

## 5. Roles and responsibilities

### 5.1. The role of the Designated Safeguarding Lead (DSL) and Deputy DSLs

The **DSL (Deputy Headteacher)** has overall responsibility for managing bullying incidents in line with the school's safeguarding framework. The **Deputy DSLs (Assistant Headteachers)** support the DSL in ensuring:

- All bullying concerns are logged and monitored.
- Staff receive tiered training, including whole-school and targeted sessions for Phases
- Parents and students understand how to report bullying.
- The effectiveness of anti-bullying strategies is reviewed termly.
- Observations of students with communication needs are prioritised to identify distress signals.
- Specialist support from Speech and Language Therapists (SaLTs) and Occupational Therapists (OTs) is incorporated into intervention plans.

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## 5.2. The role of governors

The Governing Body supports the Headteacher and SLT in eliminating bullying from our school. The **Headteacher is responsible for maintaining accurate records of bullying incidents** and reporting on anti-bullying measures to governors, who regularly review the policy's effectiveness.

## 5.3. Responsibilities of staff

- Ensure that all reported incidents of bullying are addressed promptly and effectively.
- Model positive behaviours and promote an anti-bullying culture.
- Monitor interactions among students with PMLD/SLD to identify concerns where verbal reporting may not be possible.
- Use alternative communication strategies (Signalong, PECS, AAC) to help students express concerns.

## 5.4. Responsibilities of parents

- Encourage their children to report bullying.
- Work collaboratively with the school to resolve any bullying incidents.
- Reinforce respectful behaviour and discourage any form of bullying.
- Be alert to behavioural changes that might indicate their child is experiencing bullying.

## 6. Signs and symptoms of bullying

Staff should remain vigilant for indicators of bullying, which may include:

- Reluctance to attend school
- Changes in engagement levels or social withdrawal
- Increased self-injurious behaviour or distress signals in non-verbal students
- Unexplained injuries or damaged possessions
- Withdrawal, anxiety, or decreased confidence
- Frequent physical complaints without a medical cause

These signs could indicate other issues, but they should always prompt an investigation.

## 7. Desired outcomes

- Perpetrators understand the impact of their behaviour and genuinely apologise.
- Efforts are made to reconcile the involved parties.
- Tailored support plans are developed for vulnerable students.
- Incidents are monitored to prevent recurrence.

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## 8. Monitoring and Review

This policy will be reviewed at least every two years by the Headteacher and approved by the Governing Body.

## 9. Links with other policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Support Policy
- Equalities Policy
- Online Safety Policy