Anti-Bullying Policy

Approved by	Governing Body	**Approved on**	March 2016
SLT contact	Headteacher	**Revision due**	Every 2 years

**Becket Keys
Church of England School**

1. *Strategic Framework.*
    a. This policy is adopted to ensure the Becket Keys curriculum is:
        i. in line with our vision and Christian ethos, and compatible with our other policies (including Behaviour)
        ii. meeting statutory requirements and paying due regard to legislation
        iii. meeting OfSTED 'Outstanding' criteria [quotations from evaluation schedule Grade 1 descriptors]

> "*Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at school at all times*"

2. *Aims/Rationale*
    a. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone by any means (including malicious notes, e-mails, social networking or text messages) within or beyond school. It is unacceptable because it makes the victim unhappy, affects attendance and learning, and damages the bully themselves
    b. Our aims and ethos require us to: educate students about respect and responsibility, so every member of the Becket Keys community recognises bullying is unacceptable, so challenges and reports any occurrence

3. *Provision*.
    To deliver these aims, we:
    a) Educate students about: what constitutes bullying; why it is wrong; what to do about it
    b) Educate students by: adults modelling ethical behaviour; teaching about it in PSHE and other programmes; involving students in active anti-bullying activities; getting 'buy-in' to our Character Education approach, and an understanding how our core Gospel-inspired values underpin our rejection of bullying
    c) Encourage reporting of bullying through: a climate of openness; dealing effectively with both bully and bullied
    d) Educate students and ourselves to have a nuanced approach: occasionally the complex, changing nature of student friendships can be misinterpreted as bullying

4. *Organisation: we will pre-empt or address bullying as follows*
    a) Equipping staff to pre-empt or deal with bullying: systematic training
    b) Educating students about bullying: PSHE curriculum; assemblies; 'Student Voice'
    c) Investigating bullying: all allegations investigated; clear procedures for students, staff, parents to follow [summarised in the Staff Handbook, and our Parent Newsletter]
    d) Dealing with incidences: support for both bully and bullied, following clear guidelines, with use of external agencies where appropriate; parent involvement where repeated or serious
    e) 'Logical Consequences': restorative justice, so everyone learns from our response to bullying incidences
    f) Tracking and recording incidences: systematic logging, to track and intervene on patterns

5. *Monitoring the impact of the policy*
    a) Individual students: every half term, we take stock of every individual's behaviour; where there are issues, these, and remedial action, are updated at least half-termly in an Individual Plan
    b) Categories of incident: systematic logging, to trigger action where there is a pattern causing concern
    c) Student Voice: our Student Council makes a half-termly input to our review of Behaviour and Safety issues
    d) Governors kept informed, as part of the regular half-termly update on Behaviour and Safety issues