



ANTI-BULLYING POLICY

Purpose of this statement	To detail the anti-bullying policy for Buttershaw Business and Enterprise College
Dated	December 2025
Review	December 2026
Contact	Headteacher

THE ETHOS OF BUTTERSHAW BUSINESS AND ENTERPRISE COLLEGE



AMBITION



RESILIENCE



COURTESY



KINDNESS

At Buttershaw Business and Enterprise College our values are:

- **Ambition** – We set ourselves challenging goals
- **Resilience** - We give it a go
- **Courtesy** – We are polite to everyone
- **Kindness** – We show we care about those around us.

Aims of Policy

Buttershaw Business and Enterprise College believes that:

- Everybody has the right to be treated with respect, especially in a school.
- Students and adults who are bullying need to learn different ways of behaving.
- We have a responsibility to respond promptly and effectively to issues of bullying.

Policy Statement

Buttershaw Business and Enterprise College is a respectful community where no student need fear intimidation; we will promote a fully inclusive and courteous ethos, an open listening atmosphere and encourage students to support one another by reporting all instances of bullying.

This policy focuses on students as targets of bullying but it is recognised that staff and others may also be subject to bullying and should this occur, reference should be made to the Whistleblowing Policy, Staff Grievance Policy or Staff Discipline procedures in the first instance for action to be followed.

What Is Bullying?

Bullying is “behaviour by an individual or a group, **repeated over time** that **intentionally** hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

The Anti-Bullying Alliance define bully as ‘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 online’.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying defined below are some of the ways that bullying could be happening. Different types of bullying, as drawn from the National Centre against Bullying, include:

- **Physical:** can include repeated incidents of hitting, kicking, tripping, pinching, pushing or damaging property. Physical bullying causes both short term and long-term damage.
- **Verbal:** can include repeated incidents of name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- **Social:** sometimes referred to as covert bullying and is often harder to recognise. Can be carried out behind the bullied person’s back and is designed to harm someone’s social reputation and/or cause humiliation. Social bullying includes:
 - lying and spreading rumours
 - negative facial or physical gestures
 - menacing or contemptuous looks
 - playing nasty jokes to embarrass and humiliate
 - mimicking unkindly
 - encouraging others to socially exclude someone
 - damaging someone's social reputation or social acceptance.
- **Cyber:** can be overt or covert bullying behaviours using digital technologies and include actions such as abusive or hurtful texts, emails or posts, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in details.

Drivers of Bullying

There can be different drivers behind bullying behaviours, some of which are covered by the Equality Act 2010 in respect of protected characteristics. This policy covers all types of bullying including:

- Bullying related to age, race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (e.g. homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Gender related and transphobic bullying
- Sexual harassment
- Bullying via technology, known as online or cyberbullying

Bullying, of any type and for any reason, is the abuse of power by one person over another. All of the types of behaviour and reasons for this behaviour listed above are unacceptable. Bullying can be a form of child

on child abuse and can cause severe and adverse effects on children's emotional development.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students and adults who are bullying need to learn different ways of behaving.

Buttershaw Business and Enterprise College believes it has a responsibility to respond promptly and effectively to issues of bullying. We will challenge such behaviour choices wherever they are encountered and sanctions, depending on the severity of the offence, will be taken against those who bully others. Pupils and staff are expected to act in principled, caring and reflective ways to each other in line with our school values of Courtesy and Kindness.

Any investigations into bullying incidents will seek establish the reason for the behaviour in order to tackle the root cause. The causes of bullying are complex and those who bully often cite their own experience of being bullied when trying to explain their behaviour. Whilst such experience will elicit sympathy and support from the pastoral staff charged with dealing with bullying, it is not a justification for bullying others and will not exempt bullies from taking responsibility for their actions.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

Physical signs including but not limited to:

- Unexplained injuries such as cuts or bruises.
- Unusually frequent instances of illness
- Anxiety such as fearfulness of walking to or from school or getting the bus, presenting as withdrawn or lacking in confidence, crying themselves to sleep at night or having nightmares
- Concerns around appearance such as coming home with clothes torn or books damaged, having possessions which are damaged or "go missing", having dinner or other monies continually "lost"

Emotional signs including but not limited to:

- Avoiding going to school or beginning to truant
- Uncharacteristic behaviour such as becoming aggressive, disruptive or unreasonable
- Stopping eating
- Attention seeking behaviour
- Reluctance to discuss concerns such as being frightened to say what's wrong
- Mood changes
- Attempting or threatening suicide
- Running away or going missing

School related signs including but not limited to:

- Decline in attendance
- Decline in punctuality
- Decline in behaviour
- Deterioration in work standards
- Lingered behind to avoid social times

A child may also exhibit bullying behaviour or be accused of bullying. All staff who notice or are advised by a parent/other children that bullying is taking place should investigate if a child shows any of the following:

Physical signs including but not limited to:

- Aggressive or robust physical behaviour
- Picking on other students (often those more vulnerable)
- In possession of additional money or items

Emotional signs including but not limited to:

- Abusive language
- Loss of temper
- Domination/manipulative behaviour
- Intolerance of others
- Disrespectful towards others
- Unwillingness to share with others/include others
- Lack of genuine friendships

School related signs including but not limited to:

- Disruptive behaviour
- Gang or 'pack mentality' type behaviour
- Complaints received about them by members of school community
- Unpopular/false popularity

It is important to note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Staff should encourage parents to come into the school if they are concerned.

Dealing with a bullying incident

At BBEC, we recognise that each case of bullying will be unique and may require an individualised approach to deal with it.

- Anyone can and should report any bullying incident - whether a passer-by, a victim or a bully.
- Students are informed that anyone wishing to report an incident can approach any member of staff with whom they feel comfortable. If the matter is urgent - a student should approach the first adult they encounter.
- When bullying is reported it will be taken seriously, and recorded and reported accurately
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are responsible for bullying to re-educate and change the bullying behaviour.
- All staff will be ready and willing to deal with any incident that is brought to their attention. If appropriate, a member of staff will handle the situation individually. If circumstances dictate a member of SLT will be consulted. They will decide who is best equipped to handle the problem.
- When consulted about a bullying incident the member of staff handling the matter will interview separately the victim, the bully, and any witnesses in order to establish an accurate account of events. Written reports by those involved may be made.
- Wherever possible, staff will work with the parents/carers of any student who is responsible for bullying to support and encourage that student in finding alternatives to the bullying behaviour
- Staff will try to involve outside agencies where relevant (e.g. the area Youth Justice Service, Safer Schools Police Team etc.) in supporting students who are experiencing bullying or who are bullying as appropriate.

- Sanctions for bullying will remain at the discretion of staff members. There will be a uniform but flexible approach to the decisions which will usually involve up to three members of staff e.g. member of SLT, Designated safeguarding Lead, and always at least one member of the Pastoral team.
- All factors will be considered including the nature of the incident and any previous involvement in similar offensive acts.
- Where the bullying takes place off school premises or outside of normal school hours (including cyberbullying), we will ensure that the concern is investigated as far as we are able to in the circumstances and recommendations such as notifying the police may be given to parents.

It is to be emphasised that whilst serious sanctions will be imposed, at times counselling and re-education for the bully may be the more appropriate response.

Sanctions for other students involved will never be discussed with parents/carers as this is a breach of GDPR.

Outcomes

- A suitable colleague will discuss with the bully (bullies) appropriate behaviour.
- The bully (bullies) may be asked to genuinely apologise. Other more significant consequences may take place.
- In serious cases, fixed term suspension or even permanent exclusion can be considered.
- Students who are responsible for the bullying will be dealt with in line with the Positive Attitude to Learning (PA2L) Policy. Excluding/suspending students from a school is a last resort if particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported. This may include being suspended while the allegation is investigated, and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the suspended student to return to the school, he/she may have to be permanently excluded.
- If possible, the pupils will be reconciled via a restorative conversation facilitated by pastoral staff.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If this is repeated behaviour then sanctions will be escalated along a sliding scale in line with the PA2L policy.

Discriminatory Bullying

Where bullying is found to be discriminatory in its nature (e.g. racist, homophobic, transphobic etc.) this will be reflected in the records made of the incident on CPOMS. BDAT recognises that students involved in such incidents, both victims and perpetrators, may require further support or intervention.

Cyberbullying

When responding to cyberbullying concerns, our schools will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps to identify the person responsible. This may include:
 - looking at use of the school computer systems;

- identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. (The DfE 'Searching, Screening and Confiscation at school July 2022' will be used to ensure that the schools powers are used proportionately and lawfully.)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions (where appropriate) are applied to the person responsible for the cyberbullying with the aim to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed, where necessary.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Anti-Bullying Measures

The following describe our approach to combating bullying:

- To create a respectful and courteous community where no student need fear intimidation, by promoting a fully inclusive ethos, an open listening atmosphere and encouraging students to support one another by reporting all instances of bullying.
- To be aware of the quantity and particular nature of bullying that takes place in our school through such vehicles as questionnaires, so we are able to deal more effectively with the problems
- To be aware of areas of the school that pose a threat to students and to take appropriate action to reduce those threats
- To effect all changes to the school community which may be necessary to negate bullying
- The VIP / Citizenship / PSHCE / assembly programmes address certain aspects of anti-bullying issues.

Furthermore, the teaching and learning styles employed in lessons within Buttershaw Business and Enterprise College such as group work, role-play, and interactive learning, enables students to develop their self-awareness, responsibility towards others and respect for others. We encourage all our students to live by our values of Ambition, Resilience, Courtesy and Kindness. The development of these skills is crucial to the anti-bullying ethos of the school and the creation of a stronger atmosphere of respect between students.

Named Governor:	Neil Margerison
Monitoring of the Policy:	M Colman
Reporting to:	A Taylor

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Appendix

The Anti Bullying Policy is part of a suite of policies and documents which include the following:

Positive Attitude to Learning (PA2L) Policy

Exclusions Policy

E-Safety Policy

Use of Reasonable Force Policy

Additionally reference should be made to documents published by DFE including:

[Exclusion from maintained schools, academies and pupil referral units in England](#)

[Use of reasonable force in schools](#)

[Preventing and tackling bullying](#)

[Searching Screening and Confiscation guidance July 2022.pdf](#)