



Inspire Education Trust

Together we achieve, individually we grow

Anti-Bullying, Anti-Discrimination and Inclusion Policy
Blue Coat CE Secondary School

Policy Date: September 2026
Review Date: September 2027

Document History

Version	Status		Date	Author	Summary Changes
V1			July 2021	Claire Milbourne	
V2			July 2022	Claire Milbourne	No changes
V3			Sept 2023	David Bedford	Formatting changes Removal of reference to Trustees Clarified the meaning of conflict Updated the flow chart Updated the referral form Updated wording to reflect current terminology (e.g. suspensions not exclusions)
V4			Sept 2024	Claire Milbourne	No changes
V5			June 2025	Claire Milbourne	Formatting and order changes.
V6			August 2026	Claire Milbourne	Name change Equality, Diversity, Inclusion and Belonging Added protected characteristics Added microaggressions Added vulnerable groups Explicit Safeguarding Added a more robust section on online Added the right to speak up Added staff training to the role of the staff Changed the name of Ambassadors Added to the role of ABIA's Added impact measures of the policy

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Introduction

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- ‘Blue Coat School’ refers to the physical entity of Blue Coat Church of England School and Music College.
- Any reference to either ‘the school’ or ‘the Academy’ contained within this policy is taken to refer to the appropriate given body within context
- ABIA – Anti-Bullying and Inclusion Ambassador
- BEN – Bullying Ends Now.
- CHRIST Values – Care, Hard work, Respect, Integrity, Servanthood, Togetherness.
- PSHE – Personal, Social, Health, Education.
- SLT – Senior Leadership Team.

The School is committed to 'valuing all God's children'. To promoting and achieving equality of opportunity for all students, parents, staff, governors, visitors and job applicants. This is reflected in the vision of the school which is 'Living life in all its fullness'. Our CHRIST values are central to this policy especially those of Care, Hard work, Respect, Integrity, Servanthood and Togetherness.

We promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We are committed to continuously improving our approach bullying behaviours to ensure Blue Coat CE continues to be a secure and happy environment free from threat, harassment, discrimination and any bullying behaviours.

We want to enable our students to become responsible citizens and to prepare them for life in the 21st Century. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures. This policy has been written using information from a range of organisations including the Anti-bullying Alliance and in conjunction with the Anti-bullying Ambassadors.

We believe that all members of the school community should be valued and treated with respect. The school is a place where every person has the right to be themselves. The School affirms the equal worth of every child and staff member and their contribution to the School and to the Community.

Bullying behaviours of any kind is unacceptable and will not be tolerated in our school or during off-site activities. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

All staff and students are trained to recognise and report incidents and follow BEN procedure to ensure bullying behaviours are dealt with effectively. Everyone who sees bullying behaviours is expected to report these behaviours, to 'see something, say something'. Students and parents should be assured that we do not tolerate bullying behaviours and they will be supported when reporting them.

As a community we will work together to support the target and the aggressor, to ensure the wellbeing of our young people by recognising that intellectual success is dependent on moral, psychological, emotional and physical health.

At Blue Coat School we see a difference between conflict and bullying. We define bullying as:

- Actions or words that are intentionally hurtful, repeated often over a period of time and difficult for victim to defend themselves against.
- In a bullying relationship one side has more power than the other sides. In conflict, both sides have equal power and could both help to put an end to it.

Equality, Diversity, Inclusion and Belonging

Blue Coat Church of England School is committed to creating a culture of belonging in which every pupil feels safe, valued, respected and represented.

Preventing bullying is not solely about responding to incidents. It is about creating an inclusive community where diversity is celebrated, differences are respected and all members of the school community are able to flourish.

The school actively promotes equality, diversity, inclusion and belonging through its curriculum, collective worship, pastoral provision, pupil leadership opportunities and wider enrichment programme.

The school will not tolerate discrimination, harassment, victimisation or bullying based on any protected characteristic under the Equality Act 2010.

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school will routinely analyse incidents by protected characteristic and vulnerable group to identify patterns, trends and any disproportionality.

Everyday Discrimination and Microaggressions

The school recognises that harmful behaviour does not always take the form of overt bullying. Stereotyping, discriminatory jokes, assumptions, microaggressions, exclusionary language and casual prejudice can cause significant harm and contribute to an unsafe environment.

Such behaviour will be challenged, recorded where appropriate and addressed through education, restorative practice and sanctions where required.

Incidents of everyday discrimination may constitute prejudice-based incidents, discriminatory behaviour or a safeguarding concern and will be addressed in accordance with this policy and related school policies.

Vulnerable Groups

The school recognises that some children may be more vulnerable to bullying, prejudice, discrimination and social exclusion.

These groups may include:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Looked After Children (LAC)
- Previously Looked After Children (PLAC)
- Young carers
- Pupils eligible for Pupil Premium
- LGBTQ+ pupils
- Pupils from minority ethnic backgrounds
- Pupils with disabilities
- Pupils with medical needs
- Pupils experiencing mental health difficulties
- Children with a social worker
- Children at risk of exclusion
- Refugee/asylum seeking children
- Children missing education

Reasonable adjustments will be made to reporting, investigation, communication and support arrangements for pupils with SEND, disabilities, communication needs or other identified vulnerabilities. The SENCO, DSL and relevant professionals will be consulted where appropriate.

The Nature of Bullying Behaviours

“Bullying behaviour is the repeated, intentional, hurting of one person or a group of people, where there is an imbalance of power. It can happen face to face or online”. We believe that abusive behaviours are just that, not “banter”, “just having a laugh” or “part of growing up”

Anti-Bullying Alliance 2018

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students’ well-being beyond the school day.

Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. It will be challenged by staff and recorded and monitored. If appropriate, sanctions will be applied in line with the school policy.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored and sanctions applied in line with the school policy.

Online Bullying and Emerging Technology

Online bullying can have a significant impact on pupils' safety, wellbeing and mental health and may occur both inside and outside school.

Mobile devices are banned item if they are not switched off and placed in a faraday pouch

Online bullying may occur through:

- Social media
- Messaging platforms
- Group chats
- Email
- Online gaming
- Livestreaming
- Anonymous accounts
- Artificial intelligence tools
- Deepfake images or videos
- Digitally manipulated content
- Sharing of images without consent

The school recognises that bullying and discriminatory behaviour may occur online, including through the misuse of AI to create, alter or manipulate images, video, audio or messages. Such behaviour may constitute bullying, discrimination, harassment, sexual harassment, child-on-child abuse, image-based abuse or a criminal offence. All reports will be investigated and addressed promptly in accordance with this policy and relevant safeguarding, behaviour and online safety procedures, with any wider safeguarding concerns responded to appropriately.

Conflict

In a conflict, both sides have equal power, but inappropriate and hurtful things may be said or done to each other. E.g. disagreements, arguments, confrontation, difference of opinion. For the purposes of data tracking, conflict falls outside the scope of this policy but is nonetheless dealt with seriously.

Bullying Behaviours

Verbal/Written	Name calling, insults, offensive remarks, discriminatory language and aggressive comments.
Indirect	Spreading rumours, social exclusion, taking someone's property, sending malicious messages on social media, text, emails including photographs and images. Can include the exploitation of an individual.
Physical	Physical intimidation, kicking, punching, pinching, spitting, slapping, hair pulling.

Cyber Sending or sharing harmful, threatening, intimidating or abusive messages, images, videos or comments through social media, messaging platforms, email, online gaming, group chats, artificial intelligence tools or other digital technologies.

Emotional Isolating others, tormenting, hiding possessions, threatening gestures, threatening with a weapon, ridicule, humiliation, intimidation, exclusion, manipulation coercion, theft, extortion, being unfriendly, excluding and tormenting

Attacking property such as damaging, stealing or hiding someone's possessions

Bullying can be motivated by:

- Racism
- Homophobia
- Biphobia
- Transphobia
- Gender
- Disability-related discrimination
- Religious intolerance
- Sexism
- Misogyny
- Misandry
- Culture or class
- Special Educational Needs or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group (e.g. young carers)
- Care experience
- Socio-economic disadvantage

No form of bullying will be tolerated and all incidents will be taken seriously.

Bullying and safeguarding

Bullying should never be viewed in isolation. Staff will consider whether bullying may indicate wider safeguarding concerns, including child-on-child abuse, exploitation, online harm, coercive behaviour, criminal exploitation, sexual harassment, sexual violence, physical abuse, harmful sexual behaviour, sexting or sharing of semi-nudes or neglect.

Where a report raises a safeguarding concern, staff must report it immediately to the Designated Safeguarding Lead or a deputy in accordance with the Safeguarding and Child Protection Policy. Behaviour and safeguarding procedures may operate simultaneously. Staff must not delay a safeguarding referral while completing a bullying investigation.

School strategies to prevent and tackle bullying and prejudice behaviours

We use a range of measures to prevent and tackle bullying including:

- Our school vision. The vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God
- BEN line reporting
- Anti-bullying post-boxes
- A pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying
- Tutor time and the pastoral team provides regular opportunities to discuss issues that may arise around school
- Stereotypes are challenged by staff and pupils across the school
- Anti-Bullying and Inclusion Ambassadors
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour
- Work with parents and carers, and in partnership with community organisations to tackle bullying where appropriate

Reporting Bullying/Referral process

All pupils have the right to report bullying, discrimination, harassment or prejudice without fear of retaliation, ridicule or disadvantage.

Reports will be listened to, taken seriously and investigated promptly.

Pupils will be supported throughout the process and informed of outcomes wherever appropriate.

The school is committed to creating an environment where all members of the community feel safe and confident to report concerns, knowing that appropriate action will be taken.

Student

If a student is being bullied they are encouraged not to retaliate, but to tell someone they trust - a friend, parent or trusted adult. They are also encouraged to report bullying incidents in school by:

- Talking to any member of staff or ABIAs
- Using the BEN email system allocated to their house group
- Using the House post box (this can be anonymous)
- Call ChildLine to speak with someone in confidence on 0800 1111
- Pupil voice

Parent/caregiver

- Email/phone call to tutor or Head of House/Assistant Head of House

Staff

- BEN email system allocated to the student's house group

Roles and responsibilities**Students**

Students should not take part in any kind of bullying behaviours and should watch out for potential signs of bullying behaviours among their peers. They should never be bystanders to incidents of bullying. If students witness bullying/discriminatory behaviours they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult or ambassador. Anonymous reports will be investigated where sufficient information is available, although anonymous reporting may limit the school's ability to take direct action

Parents

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying behaviours. Parents and carers can report an incident of bullying behaviour by contacting the form tutor or Head of House/Assistant Head of House.

Staff

All staff and the ABIAs are aware of the anti-bullying protocol. It is their responsibility to be vigilant to the signs of bullying behaviours, to make it clear to the school community that bullying behaviours are unacceptable and to respond immediately to student reports of bullying/conflict behaviours.

All staff will receive regular training in:

- bullying prevention
- prejudice-based incidents
- protected characteristics
- unconscious bias
- online harms
- safeguarding
- child-on-child abuse
- inclusive language
- supporting vulnerable pupils

Role of Pastoral Team

- Work alongside the ABAs to deliver training to all staff.
- Check email referrals/post boxes on a daily basis.
- Be responsible for the day to day management of the Anti-Bullying/antidiscrimination programme.
- Take statements from the target, perpetrator and witnesses the same day.
- To decide if the behaviour is bullying, a prejudice-based incident or conflict.
- Refer bullying or prejudice-based incidents to the relevant pastoral member of staff.
- To log the decision, plan and **progress fully on CPOMS**.
- To communicate the decision and plan to the child, parents and staff involved.
- To keep the Assistant Headteacher overseeing Crossroads informed on a weekly basis.

Role of Anti-Bullying and Inclusion Ambassadors

refer using the BEN protocol should they witness or be told about an incident of potential bullying/discriminatory behaviour.

Promote inclusion and belonging

- Support awareness campaigns
- Lead student voice in this area
- Challenge discriminatory language
- Support Anti-Bullying Week
- Support Diversity and Inclusion events
- Work alongside staff to create anti-bullying/discrimination policies and to create the school Anti Bullying Charter.
- To come alongside their peers, both those subject to bullying/discrimination behaviours and the perpetrators, to promote the school values and to provide peer-led support.
- To raise the profile of BEN amongst the school community. This may include:
 - Delivering training to students and staff e.g. as part of assemblies and staff training.
 - Creating promotional materials including materials to be used in tutor times.
 - Organising anti-bullying/antidiscrimination events.
 - Using research tools such as questionnaires to ascertain student awareness and understanding.
 - Represent BEN at events such as parents' evenings and other school events.

Anti-Bullying Education in the Curriculum at Blue Coat

- Blue Coat School will define and raise the awareness of the anti-social nature of bullying/discrimination/prejudice in all forms through the PSHE programme during collective worship, tutor time, worship works, assemblies, enrichment opportunities and in the national curriculum programmes of study as appropriate.

Response

Students who have experienced bullying or discriminatory behaviour will receive timely, appropriate and proportionate support. This will include:

- An opportunity to speak with a trusted member of staff or an Anti-Bullying and Anti-Discrimination Ambassador (ABIA) as soon as possible, and normally within one school day of a report being made.
- Reassurance that their concerns have been listened to, taken seriously and will be investigated.
- Ongoing support from a designated key worker, tutor, pastoral leader or ABIA, as appropriate.
- Access to interventions that promote self-esteem, resilience, confidence and wellbeing.
- Referral to a peer mentor, counsellor, safeguarding team or external agency where appropriate.
- Regular welfare checks and follow-up meetings to ensure the bullying has ceased, the student feels safe, and any ongoing concerns are addressed.
- Information about the outcome of the investigation and any actions taken, where it is appropriate and lawful to do so.

Students who have demonstrated bullying or discriminatory behaviour will also receive timely support and intervention aimed at promoting accountability, education and behavioural change. This may include:

- An opportunity to discuss the incident with a member of staff or an Anti-Bullying Ambassador (ABA), normally within one school day of the incident being reported or identified.
- Support to understand the impact of their behaviour on others and to reflect on the consequences of their actions.
- Ongoing support from a designated key worker, tutor, pastoral leader or other appropriate member of staff.
- Participation in a positive behaviour, restorative or educational programme designed to address the causes of the behaviour and prevent recurrence.
- Referral to a peer mentor, counsellor, safeguarding team or external agency where appropriate.
- Information about the outcome of the investigation and any expectations arising from it.
- Appropriate sanctions and disciplinary measures, applied in accordance with the school's Behaviour Policy.
- Monitoring and review to support sustained positive behaviour and ensure that the bullying or discriminatory behaviour does not continue.

All reports of bullying or discriminatory behaviour will be acknowledged promptly, normally within one school day, investigated without delay, and followed up within ten school days wherever possible. Support and intervention will be reviewed regularly to ensure the safety, wellbeing and positive outcomes of all students involved.

Sanctions

Displaying bullying behaviours is considered to be a serious breach of the school's Behaviour Policy and any sanctions given will be in line with the school's Behaviour Policy.

Sanctions may include:

- Loss of free time within the school day
- Exclusion from certain areas of the school premises
- Detention
- Internal suspension
- Fixed-term suspension
- Permanent exclusion

Students who have demonstrated bullying behaviours will receive a proportionate response and appropriate sanction

. For persistent offenders or incidents considered as gross acts of aggression, a student may be permanently excluded and/or reported to the police.

Restorative practice will only be considered following an assessment of safety, suitability and the wishes of the pupil affected. It will not replace safeguarding action, protective measures or appropriate sanctions.

Assessment of Policy's Impact

The effectiveness of this policy will be monitored through:

- CPOMS analysis
- Bullying incident trends
- Prejudice-based incident trends
- Attendance data
- Behaviour data
- Suspension data
- Pupil voice surveys
- Parent surveys
- Staff feedback
- Anti-Bullying Ambassador feedback
- Inclusion and belonging surveys

Leaders and governors will review data termly and identify trends relating to:

- Protected characteristics
- SEND
- Year groups
- Vulnerable groups
- Repeat locations
- Repeat victims
- Repeat perpetrators
- Pupil perception of safety
- Trends

- Staff confidence in addressing bullying

Findings will inform staff training, curriculum development and preventative interventions.

Responsibility

Local Governors and the Trust Board will receive termly information on bullying, prejudice-based incidents, discriminatory incidents, safeguarding links and actions taken. Governors will provide strategic challenge and assurance that the policy is implemented effectively.

New Appendices

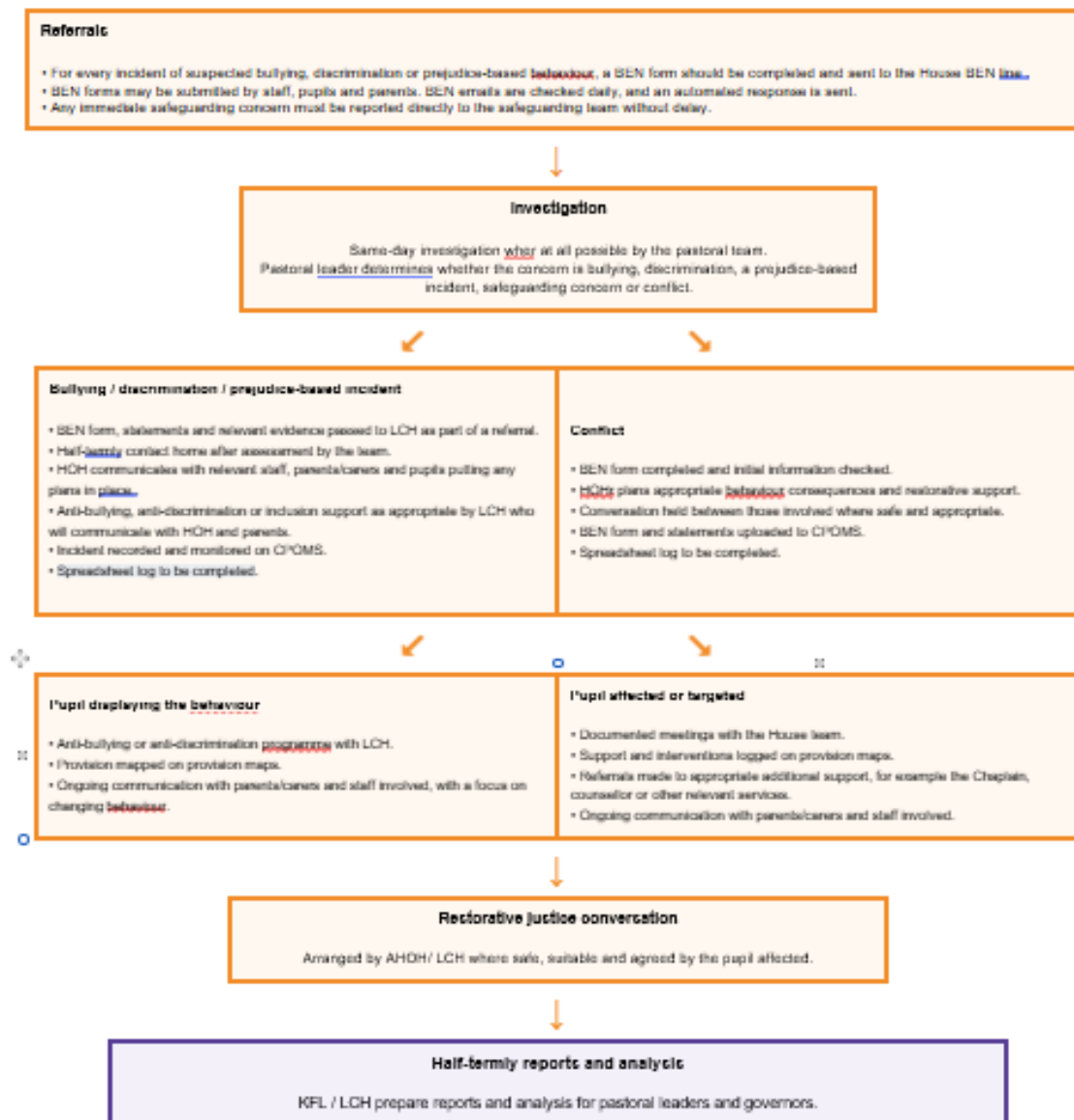
Appendix 1 – Forms

New BEN form -Bullying, Equality and inclusion referral form [BEN - Bullying, Equality and Inclusion Referral Form – Collaboration](#)

Pastoral form [Anti-Bullying and Inclusion Concern Report – Pastoral Team Follow-Up – Collaboration](#)

Appendix 2: Anti-Bullying Protocol

Appendix 2: Anti-Bullying Protocol



* BEN emails are checked daily. House BEN email addresses ~~remain as~~ remain as published by the school.

Updated: August 2028

Appendix 2: Anti-Bullying Protocol

Referrals

- For every incident of suspected bullying, discrimination or prejudice-based **behaviour**, a BEN form should be completed and sent to the House BEN [link](#).
- BEN forms may be submitted by staff, pupils and parents. BEN emails are checked daily, and an automated response is sent.
- Any immediate safeguarding concern must be reported directly to the safeguarding team without delay.

Investigation

Same-day investigation **where** at all possible by the pastoral team.
Pastoral leader **determines** whether the concern is bullying, discrimination, a prejudice-based incident, safeguarding concern or conflict.

Bullying / discrimination / prejudice-based incident

- BEN form, statements and relevant evidence passed to LCH as part of a referral.
- Half-**termly** contact home after assessment by the team.
- HCH communicates with relevant staff, parents/carers and pupils putting any plans in **place**.
- Anti-bullying, anti-discrimination or inclusion support as appropriate by LCH who will communicate with HCH and parents.
- Incident recorded and monitored on CPOMS.
- Spreadsheet log to be completed.

Conflict

- BEN form completed and initial information checked.
- HCH plans appropriate **behaviour** consequences and restorative support.
- Conversation held between those involved where safe and appropriate.
- BEN form and statements uploaded to CPOMS.
- Spreadsheet log to be completed.

Pupil displaying the behaviour

- Anti-bullying or anti-discrimination **programme** with LCH.
- Provision mapped on provision maps.
- Ongoing communication with parents/carers and staff involved, with a focus on changing **behaviour**.

Pupil affected or targeted

- Documented meetings with the House team.
- Support and interventions logged on provision maps.
- Referrals made to appropriate additional support, for example the Chaplain, counsellor or other relevant services.
- Ongoing communication with parents/carers and staff involved.

Restorative justice conversation

Arranged by AHDH/ LCH where safe, suitable and agreed by the pupil affected.

Half-termly reports and analysis

KFL / LCH prepare reports and analysis for pastoral leaders and governors.

* BEN emails are checked daily. House BEN email addresses **remain as** published by the school.

Updated: August 2028

Bullying behaviour & Prejudice-based incidents (PBI)

For each incident of suspected bullying behaviour or prejudice-based incidents please complete and email this document to **AHOH/HOH** on the on the **day** of the incident. Any safeguarding concerns need to be referred to the safeguarding team in person on the day of the incident.

Received by AHOH/HOH:		
Investigation completed by:		
Passed to HOH for decision by:		
CP Issue? Referred to Safeguarding		
CPOMS fully updated:		
Parents initial contact by:		
Feedback to staff, students & parents by:		
Outcome for Aggressor/participant:		
Outcome for the target:		
Outcome for bystanders:		
Actions for follow for follow up:		
Date for reviewing:		

House Team Only – Put a cross next to the correct category

If conflict, log on CPOMS and put appropriate sanctions in place. If bullying/prejudice-based incident, log on CPOMS, put appropriate sanctions in place and pass paperwork to LCH.

Conflict		Prejudice-based incident		Bullyin	
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Appendix 2: Anti-Bullying Protocol

Reviewed by:	Claire Milbourne	August 2026
Senior Lead Review:	Lisa Wright	September 2026
Next Review Date:		September 2027
Approved by Directors:		05.10.26

Signed:



Lois Whitehouse
CEO



Nicky Aston
Chair of Trust Standards