



# Inspire Education Trust

Together we achieve, individually we grow

## Anti-Bullying Behaviours Policy

Blue Coat CE Secondary School

---

**Policy Date:** September 2025

**Review Date:** September 2026

## 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.

## Contents

Introduction .....	4
The Nature of Bullying Behaviours.....	5
Bullying Behaviours.....	6
Reporting Bullying/Referral process .....	7
Roles and responsibilities.....	8
Appendix 1: BEN REFERRAL FORM .....	11
Appendix 2: Anti-Bullying Protocol.....	13

## 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
- ABA – Anti Bullying Ambassadors.
- 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.

## Related Links

[CofE Valuing all God's Children](#)

Behaviour Policy - [Policies – Blue Coat School & Music College](#)

Child on Child Abuse Policy – [Policies – Blue Coat School & Music College](#)

## 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.

## 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

<b>Verbal/Written</b>	Name calling, insults, offensive remarks, discriminatory language and aggressive comments.
<b>Indirect</b>	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.
<b>Physical</b>	Physical intimidation, kicking, punching, pinching, spitting, slapping, hair pulling.
<b>Cyber</b>	Sending malicious messages on social media, text, emails including photographs and images. Sending inappropriate messages.
<b>Emotional</b>	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
- 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)

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

### **School strategies to prevent and tackle bullying 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 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**

#### **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 ABAs
- 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

#### 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 behaviours they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

#### 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 ABAs 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.

#### 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 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 Ambassadors

- To refer using the BEN protocol should they witness or be told about an incident of potential bullying behaviour.
- Working alongside staff to create anti-bullying policies and to create the school Anti Bullying Charter.

- To come alongside their peers, both those subject to bullying 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 events.
  - Using research tools such as questionnaires to ascertain student awareness and understanding.
  - Represent BEN at events such as parents' evenings.

### 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 in all forms through the PSHE programme during tutorial time, worship works, assemblies and in the national curriculum programmes of study as appropriate.
- Changing the attitude, mind set and behaviours of bullies will play a major part in the strategies used by Blue Coat School.

### Response

Students who have been subject to bullying behaviour will be supported by:

- Having an immediate opportunity to discuss the experience with a member of staff/ABA
- Reassurance
- Continuous support with a designated keyworker /ABA
- The offer of self-esteem and self-confidence building activities
- A referral to a Peer Mentor/counsellor/outside agency if available and appropriate
- Being informed about the outcome of the investigation

Students who demonstrate bullying behaviour will be supported by:

- An immediate opportunity to discuss the experience with a member of staff/ABA
- Reassurance
- A continuous support with a designated keyworker
- A positive behaviour programme
- Referral to a Peer Mentor/counsellor/outside agency if available and appropriate
- Being informed about the outcome of the investigation
- Sanctions in line with the School's Behaviour Policy

### 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 be punished appropriately according to their behaviour, in accordance with the school's Behaviour Policy. For persistent offenders or incidents considered as gross acts of aggression, a student may be permanently excluded and/or reported to the police.

### **Assessment of Policy's Impact**

The effectiveness of this policy and its impact will be assessed by the relevant SLT and governors who will monitor the outcomes and impact of this policy during termly governors' meetings.

### **Responsibility**

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Appendix 1: BEN REFERRAL FORM

**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.

Staff Details	
Full Name:	Email address:
Date:	

Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations.					
	Name	Year Group	Other relevant information (e.g. SEND, Religion, disability)	Repeated incident? Y/N	Actions taken (if appropriate)
Target of bullying / PBI					
Perpetrators					
Witness/ Bystander					
Witness/ Bystander					
Witness/ Bystander					
Witness/ Bystander					

Details of incident		
Date:	Time:	Location:
<p><b>Supporting information</b> <i>Please include as much detail as you are aware of <u>at this time</u> include name of the aggressor/ participant, places, date, times, witnesses. further investigations will follow as per protocol.</i></p>		

**Details of incident:** *If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.*

Bullying (Repeated behaviour & imbalance of power)

Prejudice-based incident

**Nature of incident: *Tick all that apply***

- Verbal (e.g. name calling, ridicule, aggressive comments, graffiti)
- Indirect (e.g. social exclusion, spreading rumours, taking someone’s property, wearing racist insignia)
- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Cyber (e.g. messaging, social media, email)
- Emotional (e.g. isolating others, extortion, intimidation, threatening gestures, threatening with a weapon)
- Attacking property (e.g. damaging, stealing or hiding someone’s possessions)

**Form of bullying/prejudice/discrimination incident: *Tick all that apply***

- Race – racist bullying
- Sexual orientation – homophobic
- Sexual orientation – biphobic
- Special educational needs (SEN) or Disability
- Culture or class
- Gender identity – transphobic
- Gender – sexist bullying
- Appearance or health conditions
- Religion or Belief related
- Related to home or other personal circumstances
- Other or non-specific details \_\_\_\_\_

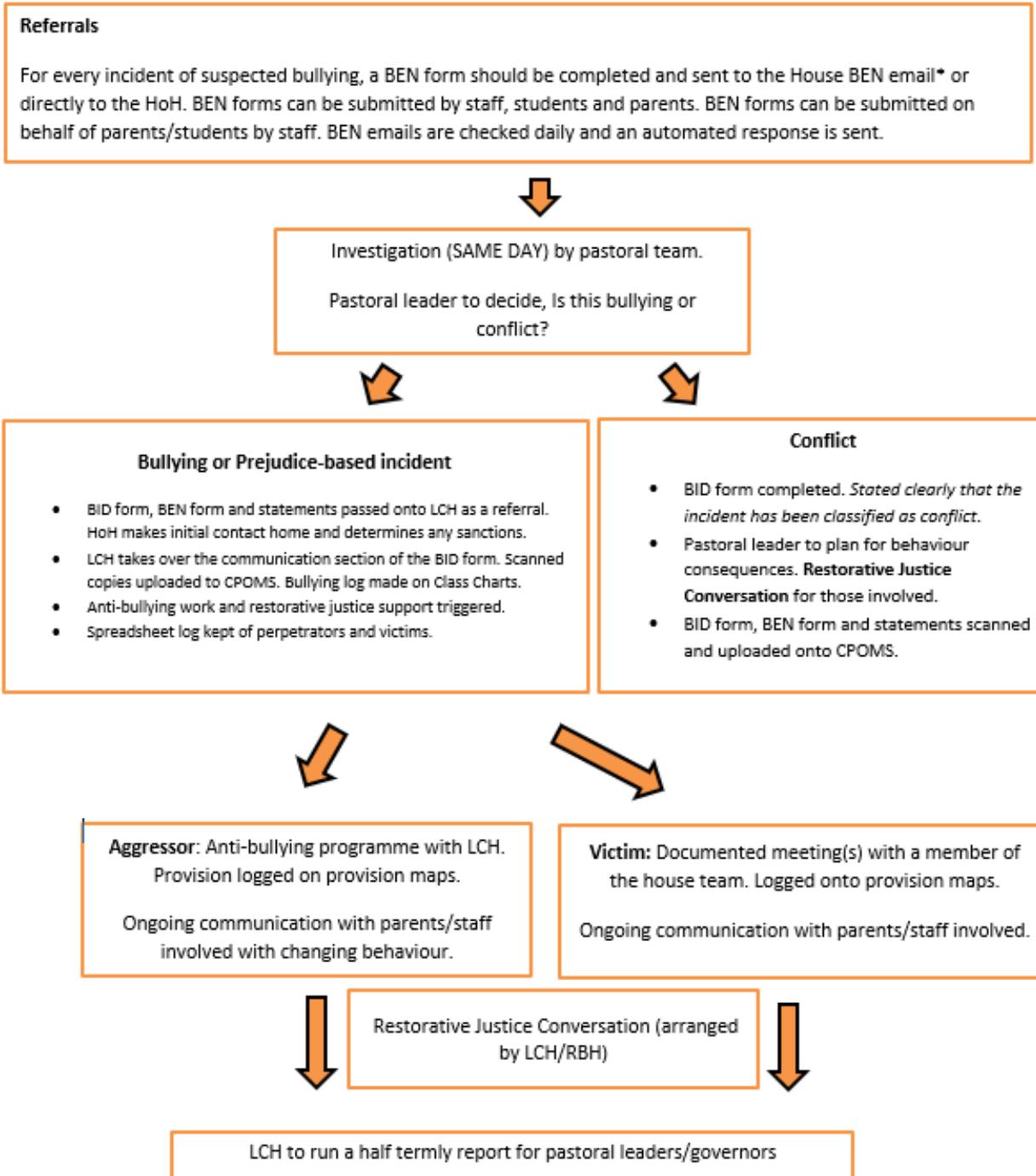
	Name/Code	Date
<b>Received by AHOH/HOH:</b>		
<b>Investigation completed by:</b>		
<b>Passed to HOH for decision by:</b>		
<b>CP Issue? Referred to Safeguarding</b>		
<b>CPOMS fully updated:</b>		
<b>Parents initial contact by:</b>		
<b>Feedback to staff, students &amp; parents by:</b>		
<b>Outcome for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

-----  
**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		Bullying	
----------	--	--------------------------	--	----------	--

## Appendix 2: Anti-Bullying Protocol



\*BEN emails can be found below:

CAVELL	bencavell@bluecoatschool.com
DORSEY	bendorsey@bluecoatschool.com
LEWIS	benlewis@bluecoatschool.com
PARKS	benparks@bluecoatschool.com
WILBERFORCE	benwilberforce@bluecoatschool.com

Reviewed by: Claire Milbourne June 2025  
Senior Lead Review: Rob Darling July 2025  
Next Review Date: September 2026  
Approved by Directors: 06.10.25

Signed:



---

Lois Whitehouse  
CEO



---

Nicky Aston  
Chair of Trust Standards