October 2026

Local Anti-Bullying Protocol

At Beckfoot Hazelbeck we believe that students thrive, and they excel when they enjoy learning. If they are happy, have great relationships and always know that they are safe and cared for, we know they will succeed. Our school motto is 'Enjoy-Learn-Succeed'. It sums up everything we believe in.

We foster a welcoming culture of safety, responsibility and respect ensuring a positive climate where all members of our school communities feel safe, comfortable, and accepted. We have a zero-tolerance approach to all forms of child-on-child abuse including sexual harassment or violence and bullying. We are committed to ensuring a caring, inclusive, and safe environment to enable all members of our community to enjoy, learn and succeed.

The protocol has been adopted with the involvement of the whole school community and should be read in conjunction with the Beckfoot Trust Anti-Bullying Policy which is available on the Trust website: **Beckfoot Trust - Policies and Documents** The protocol details specific processes within our school.

Leadership

The senior leader responsible for the whole school approach to anti-bullying is Jonnie Czternastek (Assistant Headteacher and Designated Safeguarding Lead) supported by Vicky Ullah (Family Liaison and Attendance Team) and Saika Shaheen (Family Liaison and Attendance Team) and Chelsea Couldwell (Extended Leadership Team).

Preventative Curriculum

We will seek to prevent bullying through:

Our pastoral programme

- As part of the morning routine, class teachers provide different activities matched to the needs of the students. For example, in sensory bases this might involve a good morning song, but for more able bases this may involve massage and soft starts. This provides opportunity for open dialogue and 1:1 check-in with individuals in a calm environment with a trusted adult.
- Signpost pupils so they know how to express worries and anxieties about bullying.
- Through the medium of daily Zones of Regulation, regulation time is embedded as a constant feature of relationships and pedagogy between staff and children, which ensures a safe space which actively encourages open dialogue to express emotions.
- Pastoral time provides opportunities to talk about what is and what is not OK with class teachers reinforcing key messages.
- Provide safe spaces and confidential listening areas e.g., break out areas, outside and sensory spaces
- Follow the Personal Development programme which explains, difference and need for example those with allergies or anaphylaxis

PSHE curriculum

- Reinforce our anti-bullying message to pupils through our PSHE curriculum. The message is interleaved through units of work on online safety, appreciating difference, choice making, emotional and mental well-being, friendships, personal hygiene, and self-care.
- Keep our anti-bullying approach high profile and reinforce through whole events such as anti-bullying week and internet safety week.
- Ensure students have an active voice in school through morning meet and greet, the student survey and the school council.
- Through the IT curriculum, children are taught specifically about online safety throughout the year.

Filtering and Monitoring

- Effective use of Smoothwall filtering and monitoring to quickly identify any unwanted signs of online bullying, violence, or harassment.
- Pro-actively analyse data to ensure occurrences are rare and no patterns are emerging.

Diversity and Inclusion

- Support staff to promote positive relationships and recognise some members may be more vulnerable to bullying than others, particularly children who are non-verbal or those who have an allergy.
- Pro-actively seek opportunities to learn and celebrate difference, actively embracing diversity within our school community, recognising the success of all.
- Listening to and dealing with all concerns at a 'Suspected Bullying' level, which is recorded on CPOMs, communicated to parents, and subsequently monitored by class teams.
- For children who are cognitively able, pro-active restorative work is completed 1:1 to help provide additional education about the wider world and what is socially and morally acceptable in society. This is reinforced by the class teacher through the delivery of additional sessions on relationships with their peers within the class base and wider community (including online).
- Welcome new members to our school community and celebrate success and achievements of all in our school community.

School Procedures

Reporting Worries and Concerns

- In our school, students who are concerned or are experiencing bullying have regular opportunities throughout the day via Zones of Regulation check-ins to talk to their trusted adult.
- During the day, students have continuous access to Zones of Regulation charts, where they can independently communicate their changing feelings throughout the day.
- The following systems are also in place for pupils to raise concerns or self-refer. There's student voice/survey regularly.

If parents/carers need to contact us about any concerns relating to their child(ren) or any other child(ren) they can contact the school office by telephone, send a direct message through Class Dojo or request to speak to a member of the leadership team on drop off/pick up.

Responding to a Concern

The flow chart in Appendix 1 details how we respond when a concern is raised.

Reporting, Monitoring and Follow up

- Following a conversation with students, all incidents (including at Suspected level) are recorded on CPOMS.
- Suspected Bullying incidents are recorded as 'behaviour', repeated incidents are recorded as 'bullying'. Bothering would be a first instance, for example, a name call.
- As part of the monitoring at a 'Suspected Bullying' level, all members of safeguarding team are made aware in fortnightly meetings.
- The class team directly involved with the child are all informed to ensure behaviour can be monitored throughout the day.
- Contact is made with parents through their preferred medium of communication to both the victim and the perpetrator.
- The school make expectations to parents clear as part of the family engagement strategy and follow up with a further contact as necessary.
- Unintentional physical altercations that happen when students are dysregulated are not recorded as bullying. They are recorded within the behaviour system and monitored for patterns to identify any trends or unwanted behaviours.
- Likewise, unintentional Prejudice based discriminatory behaviour, which occurs when students are either dysregulated or due to a lack of cognition, is also recorded under behaviour and monitored in the same way.

Supporting our community

Role of Adults

- Follow the steps outlined in this local protocol which provides details of specific roles
- Work together to create and support an inclusive environment which promotes mutual respect and consideration for others
- Listen with an open mind to all concerns
- Be vigilant to bullying behaviours and challenging language or behaviour that does not uphold our values or protocol
- Teach children about how to know the signs of bullying and be a positive bystander / upstander
- Monitor children who have disclosed bullying closely
- Provide support to children who have been bullied, through:
    - Reassurance and pastoral support, building self-esteem and confidence
    - Contact with support organisations for specialist advice and guidance
    - Providing an appropriate intervention
    - Referral to or signpost to outside agencies, where appropriate (e.g., Childline)
- Provide support and work with children who have perpetrated bullying by:
    - Discussion about what happened and the need to change
    - Involving parents/carers to support changes to behaviour and attitude
    - Providing advice to parents about monitoring devices
    - Providing an appropriate interventionRole of Pupils

- Follow the school rules
- Report instances of bullying, no matter how small
- Talk to an adult about any concerns or difficulties
- Make a note of any bullying or record any evidence such as screenshots
- Be positive bystanders if bullying is seen in our school
- Be active in our work to prevent bullying from occurring outlined above

Role of Families

- Engage with and feedback on school procedures to prevent and tackle anti-bullying in line with our Home School Agreement.
- Support our zero-tolerance approach to bullying when talking to your child/ren including addressing any issues beyond school that give rise to bullying
- Read our Dojo updates on activities happening in school
- Report any worries to school
- Role model positive behaviour for children, both on and offline
- Raise concerns with school in an appropriate manner in line with our Complaints Policy

Monitoring and Review

- The school will regularly monitor and evaluate mechanisms to ensure that the policy and protocol is consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The protocol will be reviewed by the Headteacher with a senior member of staff in line with the Trust policy review every year.

Appendix 1: Responding to a concern

