



*At The Henry Beaufort School, there are no limitations to success.*

## Anti-Bullying Policy

Policy Amended by:	H Briggs	October 2024
Consultation by:	SLT	October 2024
Reviewed and Recommended by:	Welfare Committee	November 2024
Approved by:	Governing Body	November 2024
To be Reviewed	Annually	November 2025

**National guidance:**

- Preventing and Tackling Bullying (DfE 2017)
- Education and Inspections Act 2024
- The Equality Act 2010
- Keeping children safe in education - DfE September 2024
- Working together to keep children safe - DfE February 2024
- Ofsted common inspection framework July 2023
- Behaviour and discipline in schools- DfE 2016
- Children's Act 2024
- Dealing with allegations against teachers and other staff – HCC guidance
- Screening, searching and confiscation – DfE 2022
- Use of reasonable force – DfE 2013

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## Section 1: Rationale

### **1.1 Statement of Intent**

Bullying has a negative effect on all those involved: the target, the perpetrator and the bystanders.

At The Henry Beaufort School there are no limitations to individual success. Our inclusive ethos aims to support all students, including those who are vulnerable or disadvantaged, to have the best possible start in life. Our aim is for all students to be healthy; stay safe; enjoy life; achieve their full potential; be interested and fully involved in the community they live in and achieve economic independence.

In particular, students should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination
- be listened to and have their views taken into account
- be treated with respect
- belong to and be valued in their community
- See their needs and interests at the heart of everything we all do.

### **1.2 Aims:**

- To provide a safe and secure environment where all members of the school community are treated with dignity and respect.
- To be proactive in reducing the risk of bullying by developing a school ethos in which bullying is unacceptable and students are confident to report bullying.
- To apply consistent and appropriate education to any students who are involved in bullying others and apply sanctions as required.
- To ensure that all members of staff take all forms of bullying seriously and intervene to prevent incidents from taking place or continuing.

*NB The Henry Beaufort School is committed to changing the mindset of those who are bullying through restorative justice. It is highly important for a perpetrator to be educated with support from the victim or peer mediators. Without this education it can often be found that further resentment can occur, meaning sanctions are not the most effective approach. However, an instigator who has continued to bully will be dealt with using the full range of sanctions in line with the Positive Behaviour Policy.*

### **1.2 Definition**

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally.

This situation can only be maintained where there is an imbalance of power.

*NB We must remain skeptical that unkind words or behaviour from two sides does not imply there is an imbalance of power, the definition above 1.3 can only be applied once the whole picture has been uncovered through investigation.*

### **1.3 Types and forms of bullying**

Bullying behaviour which conforms to the above definition can take many forms: bullying takes place through means which can be verbal (e.g. name-calling), indirect (e.g. exclusion), physical (e.g. hitting) and online bullying (e.g. misuse of social networks). The Single Equalities Act (2010) prohibits discrimination on the grounds of age, disability, race, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, or sexual orientation.

#### **Bullying of anyone with disabilities or SEND.**

Bullying involving children and young people with disabilities or SEND often mirrors other types of bullying, with common behaviours including name calling and physical actions including pushing and shoving.

#### **Racist and religious bullying**

Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

#### **Sexual, sexist and transphobic bullying**

Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. This can occur face-to-face, behind someone's back, or through technology. Sexist bullying targets individuals simply because they are a girl, boy, non-binary or transgender often focusing on gender-specific traits.

Transphobic bullying refers to targeting someone because they are, or are perceived to be, transgender.

Although young people may tolerate sexual, sexist or transphobic insults due to their common usage, these insults are often used to bully others.

Inappropriate touching can also be a form of bullying and harassment, potentially escalating into abuse. Similarly, unchallenged 'jokes' about sexual assault, or rape, can foster an environment where such behaviour is perceived as more acceptable.

#### **Homophobic bullying**

Homophobic bullying targets someone because of their sexual orientation, or perceived sexual orientation. It can be particularly difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives when identity is being developed. What might be called banter can be deemed harassment if it is at the expense of someone's dignity and meant offensively. The use of 'gay' as an insult is unacceptable

and should always be challenged, as it can create an environment where a young person feels demeaned and harassed.

## **Section 2: To whom this policy applies**

### **2.1 Stakeholders**

All staff, students/young people, parents/carers, governors and partner agencies working with school are subject to this anti-bullying policy. With this we have as much to do with changing attitudes of adults who live and work with our students as with strategies to intervene when bullying happens between them.

The school's anti-bullying policy aims to enhance stakeholders' understanding of the impact of bullying. The Henry Beaufort School will take appropriate action against those involved in bullying, addressing incidents in various contexts, including the following:

- In lessons
  - To and from school
  - During the school day, including break and lunchtimes
  - After school during curriculum extension activities
  - On social media where it is having an impact on students in school.

*N.B If issues that happen outside of school spill into the school environment, they will be addressed accordingly. However, the school cannot manage social media issues that occur outside of school.*

The school will work closely with external agencies where issues occur over social media which lead to the incidents of bullying.

### **2.2 Roles and Responsibilities**

#### **Students**

Students are expected to foster a positive attitude within the school and the community. They have a responsibility to support others in addressing bullying. Specifically, they are expected to:

- Behave positively and avoid discrimination against others.
  - Report any incidents that may relate to bullying.
  - Help shift the mindset of others to ensure mutual respect.
  - Fully engage in restorative conversations.
  - Be open to different perspectives when an incident occurs.

### Parents

Parents are expected to support the school policy on tackling bullying, including supporting all parties to find a positive resolution. They are expected to:

- Report incidents of bullying to the vertical tutor or HoY.
- Remain impartial and report factual evidence.
- Allow appropriate time for investigations to take place.
- Re-assure victims that a resolution will be found
- Support the restorative approach to educating the bully.

### Staff

Staff are expected to promote a safe and secure environment for all users of the school:

- Staff will remain vigilant to incidents of bullying around school, reporting all such incidents.
- Staff will challenge language used in class and around the school that is discriminatory in any way.
- Tutors will actively promote anti-bullying strategies.
- Heads of Year will act on incidents of bullying and resolve as appropriate.
- All staff will report incidents to parents on the day it occurs and pass to appropriate member of staff, often HoY.
- All staff will support an educational and restorative approach to bullying.
- Staff are to report incidents of bullying and prejudice-based incidents using the school report form and logged on Arbor for tracking and monitoring. These are reported annually to Hampshire County Council.
- Repeat offenders will be sanctioned in line with the school's Positive Behaviour Policy.

## **Section 3: Investigating Bullying**

When a student, member of staff or parent reports an incident of one or more student's being bullied, any action taken will be overseen by the Head of Year with the assistance of the senior leadership team, where necessary.

- Students who are victims should be interviewed by the staff member, tutor, or Head of Year.
- Any witnesses will provide a written statement that is signed and dated.
- The use of CCTV, pictures or screenshots may be used to support the investigation and decision.
- The alleged 'bully' should be interviewed by the Head of Year where possible.
- At this stage it must be determined if bullying has occurred and if there are wider reasons for this.
- After all evidence has been taken into consideration, the staff members involved should decide on the appropriate action; it is important to consider whether the incident can be 'proven beyond reasonable doubt'.

- In most cases, it is best to provide educational support for the bully.
- Where possible we would like the victim and bully to work together on the outcome and potential sanction required.
- This can take place during break or lunch times and would most likely include some restorative approaches including apology to the victim.
- In serious or repeat incidents, a sanction of isolation or suspension will be considered with the need for educational support as part of this process.
- All information will be kept on file with the Head of Year.
- Incidents of bullying will be recorded in Arbor with full details.
- Parents of both parties will be informed of the investigation and that a restorative approach has been adopted or appropriate sanction applied.
- Any racial bullying should be recorded as a specifically racist incident (in accordance with Hampshire County Council guidelines). Racist and prejudice-based incidents are reported using the school report form and logged on Arbor for tracking and monitoring. These are reported annually to Hampshire County Council.
- If bullying continues, the picture will be evident through Arbor and dealt with in line with the school Positive Behaviour Policy.

## Section 4- After the investigation

### 4.1 Resolving bullying

There is often a reason for someone to begin bullying, often due to their own past experiences or current emotional circumstances. Education for the bully is fundamental in our approach as a school.

Where possible we look to avoid lengthy sanctions which increase the resentment towards the victim, making a positive resolution difficult to maintain.

All parties involved must consider the impact of their actions including the needs of others, especially in the case of an imbalance in power over disadvantaged students.

### Potential strategies

- Staff-led discussion with bully and victim with empathetic outcome and apology
- Peer mediation for low-level bullying, using trained students to find resolution, with guidance from Head of Year as required
- Support and guidance from Student leaders
- Teacher or tutor discussion with bully
- Involvement of the bully's parents with HoY support

- Persistent bullying or serious incidents may result in:
  - SLT detention
  - Meeting with Student Support and Guidance Manager
  - Isolation during unstructured time for a fixed period
  - Internal isolation/Seclusion day including reflection
  - Suspension with return reintegration meeting with SLT
  - PCSO meeting with student and parent as appropriate
  - External agency support including mentoring
  - Permanent exclusion considered for persistent unremorseful offenders.

## Section 5: Prevention strategies

### 5.1 Anti-bullying promotion in school

Bullying can be prevented by eliminating opportunities for it to occur and by educating students to foster an ethos where bullying is unacceptable. Prevention can be achieved through:

- Support through student council by raising awareness of what bullying is.
- Seeking opportunities in all curriculum areas to promote co-operative behaviour. Friendship skills, conflict resolution, tackling prejudice and negotiating are all elements that can be addressed.
- The school will raise awareness each year during Anti-Bullying Week through assemblies, poster campaigns.
- Personal development (PD) programme.
- A focus in Year 7 during transition and team-building days.
- Student Wellbeing Ambassadors
- Teachers and other staff in the school will be encouraged to develop ways of showing students non-bullying ways of resolving conflict through the use of appropriate teaching materials.
- Teachers will challenge language used in class and around the school that is discriminatory in any way.
- Student leaders have a key responsibility to remain vigilant for bullying, take appropriate action to support the victim, and inform a member of staff
- The ICT curriculum will include issues relating to cyberbullying and online safety.
- PCSOs will be invited to contribute to the programme for specific groups of students.



- The school's 'Call it out!' campaign allows students to report concerns through an online form.

## **5.2 Staff support and training**

The policy and procedures will be reviewed annually and if necessary updated earlier in order to ensure effectiveness.

Training will be given to support the policy at appropriate times throughout the year.

Teachers should consult those with specific skills in dealing with bullying problems - Head of Year, Student Support and Guidance Managers, Family Support Worker, Welfare Team, and Senior Leadership Team.

## **5.3 Assessment, monitoring, evaluation and reviewing**

- The conduct of student behaviour will be reviewed through discussion with the student voice on occasions.
- Any feedback from staff, parents or students will be forwarded to the senior leadership team for consideration.
- The student council will support the review and implementation of this policy along with the peer mediators.
- Parents' feedback during 'progress evenings' will be used to inform development of the policy.
- The recording of behaviour through Arbor will provide information on the effectiveness of this policy.

# **Section 6: Who to talk to**

## **6.1 Disclosing Incidents**

The student handbook clearly outlines the various forms of bullying, provides contact information for reporting concerns when a child is not at school, and emphasises the school's responsibility to ensure every child feels safe. It also includes the following section:

Who can you talk to if you have a concern?

- Student Leaders
- Student Wellbeing Ambassadors
- Student Welfare Officer
- Student Support and Guidance Manager's
- Family Support Worker

- Tutor
- Head of Year
- Senior Leadership Team
- The Schools “Call it Out!” campaign, where students can report concerns through an online form, via Student SharePoint.

If an incident is disclosed to a member of staff who is not the student’s tutor or HoY, that member of staff will be responsible for passing that information on to the relevant person.

## **6.2 Information for parents and families**

Parents and families play a crucial role in helping the school address and eliminate bullying behaviour, which includes:

- name calling and teasing
- threats and extortion
- physical violence
- damage to belongings
- deliberately and frequently excluding students from social activities
- spreading malicious rumours
- sending hurtful or offensive emails or text messages
- misusing social media .

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying; common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don’t dismiss negative signs. Contact the school immediately if you are worried.

Information of specialist organisation to support parents are available on the school website:

<https://www.beaufort.hants.sch.uk/parent-support>

If your child has been bullied:

- calmly talk to your child about it
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's form tutor and/or Head of Year
- explain to the teacher the problems your child is experiencing.

Talking to teachers about bullying:

- try to stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school - let them know if things improve as well as if problems continue.

If your child is bullying other children:

Many children may be involved in bullying other students at some time or other. Often parents are not aware. Children sometimes bully others because:

- they are copying behaviours
- they haven't learned how to deal with friendship issues in other ways
- their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy

- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

#### **6.4 What are the signs and symptoms of bullying?**

A student may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the child:

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine, or work patterns
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, shy or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits

- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

## **Section 7: Further information**

### **7.1 Confidentiality**

All members of staff should ensure that they are familiar with the school's confidentiality policy.

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working together to safeguard children' guidance from the Department for Education.

Information will only be shared with agencies with which we have a statutory duty to share information or with individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child that they will keep a secret.

Disciplinary action will be considered for any breach of confidentiality.

### **7.2 Linked policies:**

Safeguarding Policy

Child Protection Policy

Attendance policy

Positive Behaviour Policy

Single Equality Policy

Positive Mental Health Policy

Mobile Device Policy

### **7.3 Dissemination of the policy:**

- 1 Staff will be made aware of the policy via the Safeguarding Handbook
- 2 It will be available on the school website.
- 3 Tutors will disseminate information to students.

