



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

Anti-Bullying Policy

Policy Amended by:	H Briggs	November 2025
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National guidance:

- Preventing and Tackling Bullying (DfE 2017)
- Education and Inspections Act 2024
- The Equality Act 2010
- Keeping children safe in education - DfE September 2025
- Working together to keep children safe - DfE February 2024
- Ofsted common inspection framework November 2025
- 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 harms everyone involved, the target, the perpetrator, and bystanders. At The Henry Beaufort School, we believe every student should have the opportunity to succeed. Our inclusive ethos ensures that all students, including those who are vulnerable, disadvantaged, or have SEND, are supported and protected. This policy promotes a safe, respectful environment where every student can stay healthy, feel safe, enjoy life, achieve their potential, engage in their community, and prepare for independence.

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 can take many forms and may be verbal (e.g., name-calling), indirect (e.g., exclusion), physical (e.g., hitting), or online (e.g., misuse of social networks).

Online bullying now also includes exposure to harmful content such as misinformation, disinformation, conspiracy theories, and misuse of generative AI. The school will implement robust filtering and monitoring systems and educate students on digital literacy and safe online behaviours.

Under the Equality Act 2010, discrimination is prohibited on the grounds of age, disability, race, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, and sexual orientation.

Bullying can happen to anyone. This policy addresses all forms of bullying, including:

- Bullying related to physical appearance
- Bullying of young carers, children in care, or linked to home circumstances
- Bullying related to physical or mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology (online or cyberbullying)
- Prejudicial bullying against protected characteristics:
 - Race, religion, faith and belief (including those without faith)
 - Ethnicity, nationality, or culture
 - Special Educational Needs or Disability (SEND)
 - Sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

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 a direct behavioural 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 conclusion will be reached.
- 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 students 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 such as an 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 the 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's 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 the Pastoral Team
 - Isolation during unstructured time for a fixed period
 - Internal isolation/Seclusion day including reflection
 - Twilight School or 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, Pastoral 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.
- 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 Managers
- Family Support Worker
- Tutor
- Head of Year
- Senior Leadership Team
- The School's "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 another. 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 through 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
- Lowers their performance in their school work
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Comes home 'starving'
- Has unexplained cuts or bruises
- Is bullying others
- Changes their eating habits
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

6.5 **Useful links and supporting organisations**

- Anti-Bullying Alliance: [Anti-Bullying Alliance](#)
- Childline: [Childline | Free counselling service for kids and young people | Childline](#)
- Kidscape: [Help With Bullying | Bullying Advice | Kidscape](#)
- MindEd: [MindEd Hub](#)
- NSPCC: [NSPCC | The UK children's charity | NSPCC](#)
- Victim Support: [Home - Victim Support](#)
- Young Minds: [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)
- Young Carers: [Young Carers - Help & Support | Carers Trust](#)

- Changing Faces: [Changing Faces | Visible Difference & Disfigurement Charity](#)
- Mencap: [Learning Disability - Down syndrome - Williams syndrome | Mencap](#)
- Childnet: [Childnet — Online safety for young people](#)
- Internet Watch Foundation: [Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF](#)
- Think U Know: [CEOP Education](#)
- UK Safer Internet Centre: [Homepage - UK Safer Internet Centre](#)
- Kick it Out: [Home Page | Kick It Out](#)
- Report it: [Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision](#)
- Educate against Hate: [Educate Against Hate - Prevent Radicalisation & Extremism](#)
- Barnardo's: [LGBT+ young people | Barnardo's](#)
- Stonewall: [Homepage | Stonewall](#)
- Ending Violence Against Women and Girls (EVAW)
[Home | End Violence Against Women](#)

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

RSE 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.