The HENRY BEAUFORT School

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

Anti-Bullying Policy

Policy Amended by:	H Briggs	October 2026
Consultation by:	SLT	October 2026
Reviewed and Recommended by:	Welfare Committee	November 2026
Approved by:	Governing Body	November 2026
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Legal Framework and Guidance

This policy has been developed with reference to:

- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Behaviour in Schools
- Preventing and Tackling Bullying
- Searching, Screening and Confiscation
- SEND Code of Practice

The school recognises its duty to safeguard and promote the welfare of all students and to provide a safe environment in which all members of the school community are treated with dignity and respect.

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Section 1: Rationale

1.1 Safeguarding Statement

The school recognises that bullying can be a safeguarding concern and, in some circumstances, may constitute child-on-child abuse.
Bullying behaviour may include, but is not limited to:

- Physical abuse
- Emotional abuse
- Online abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Coercive and controlling behaviour
- Prejudice-based incidents

Where bullying raises a safeguarding concern, the matter will be dealt with in accordance with the Child Protection and Safeguarding Policy and appropriate referrals will be made where necessary.
The welfare and safety of all students remain the school's primary consideration.

1.2 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
- **feel that they belong to and are valued in their community**
- **see their needs and interests at the heart of everything we all do.**

1.3 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.

1.4 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.

The school recognises that some incidents of bullying may overlap with child-on-child abuse.
Any behaviour involving:

- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Intimate image abuse
- Hate incidents
- Serious online abuse
- Coercive or controlling behaviour

will be considered in line with the Child Protection and Safeguarding Policy and may result in additional safeguarding procedures being implemented.

NB We must remain impartial 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.

1.5 Types and Forms of Bullying

Bullying can take many forms and may be verbal (e.g. name-calling), indirect (e.g. social exclusion), physical (e.g. hitting), health- related (including bullying relating to allergies, medical conditions or disabilities), or online (e.g. misuse of social and other digital platforms).

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.

The school is committed to promoting equality and preventing discrimination.
The school will not tolerate bullying or harassment related to any protected characteristic, including:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

The school will challenge discriminatory language, prejudice and stereotypes and will educate students to value diversity and inclusion.

The school recognises that some students may be more vulnerable to bullying, including:

- Students with SEND, long-term medical conditions and severe allergies.
- Looked After Children
- Previously Looked After Children
- Young carers
- Students experiencing social disadvantage
- Students from minority groups

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

Bullying Outside School

The school recognises that bullying can occur outside of school, including online and through social media platforms.

The school will provide support and respond if

- The behaviour impacts upon a student's education, safety or wellbeing in school;
- There is a detrimental effect on school life;
- The behaviour affects relationships within school;

The school will work with parents, external agencies and, where appropriate, the police to address serious concerns.

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 an 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 log 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 of bullying 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 considering all available evidence, staff should determine the appropriate action and decide, on the balance of probabilities, whether the incident constitutes bullying.
- 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 internal 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 and monitored by pastoral leaders.
- 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
- Anti-bullying Agreement (Annex 1)
- Involvement of the bully's parents with HoY support
- Persistent bullying or serious incidents may result in:
    - SLT detention
    - Meeting with the Pastoral Team
    - Internal suspension during unstructured time for a fixed period
    - Internal suspension for the day, including reflection
    - Twilight Suspension 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.

Restorative Approaches

The school values restorative approaches and seeks to repair relationships wherever appropriate.
Restorative meetings and conversations will only take place where:

- The victim feels safe and comfortable participating;
- Participation is voluntary;
- Staff judge the approach to be appropriate.
- The wishes and wellbeing of the student harmed will always be prioritised.
- Restorative approaches do not replace sanctions where these are necessary.

Section 5: Prevention strategies

5.1 Anti-bullying promotion in school

The school is committed to fostering a positive, inclusive and respectful environment where every student feels valued, safe and able to thrive. We believe that promoting kindness, respect and positive relationships is central to creating a culture where bullying is not tolerated. All members of the school community have a responsibility to demonstrate respect, celebrate differences and contribute to an environment where everyone feels they belong.

We actively promote positive relationships, friendship skills and appropriate social interactions, helping students to develop the confidence and understanding to manage friendships, resolve disagreements and navigate relationships both in school and online.

This is promoted through a range of opportunities, including:

- **Student agreement:** Promoting the importance of showing respect, treating others with kindness and taking responsibility for our actions.
- **Personal Development:** Providing opportunities for students to explore healthy friendships, positive relationships, respect, diversity, prejudice, discrimination, conflict resolution and online behaviour.
- **Curriculum:** Embedding opportunities across subject areas to develop cooperation, teamwork, positive communication and respectful working relationships.
- **Student voice:** Using the Student Council to raise awareness, share student perspectives and promote a positive and inclusive school culture.
- **Anti-Bullying Week:** Raising awareness through assemblies, tutor activities, reinforcing the importance of kindness, respect and standing up for others.
- **Transition:** Supporting Year 7 students to develop friendships, establish positive relationships and understand the expectations of our school community.
- **Student Wellbeing Ambassadors:** Empowering students to promote wellbeing, kindness and positive relationships amongst their peers.
- **Staff role modelling:** Encouraging all staff to model positive relationships, challenge discriminatory or unkind language and support students to resolve disagreements appropriately.
- **Student leadership:** Encouraging student leaders to promote respectful behaviour, demonstrate positive role modelling and support peers who may be experiencing difficulties.
- **Online safety:** Through the ICT curriculum and wider Personal Development programme, educating students about responsible online behaviour, digital citizenship and the impact of cyberbullying.
- **External partnerships:** Working with PCSOs and other relevant agencies to provide additional education and guidance for specific groups of students.
- **Call It Out:** Providing students with an accessible online reporting form to share concerns and seek support when they experience or witness behaviour that makes them feel uncomfortable or unsafe.

Through these approaches, we aim to equip students with the knowledge, skills and confidence to build healthy relationships, demonstrate kindness and respect, and contribute positively to our school community.

5.2 Monitoring and Evaluation

- The school will analyse bullying incidents to identify patterns and trends.
- Monitoring may include:
    - Types of bullying
    - Protected characteristics
    - Year groups
    - Locations
    - Repeat incidents
    - Outcomes of interventions

This information will be used to inform preventative work, staff training and student education.

5.3 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.

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.

Students are encouraged to report concerns as soon as possible.
Reports can be made through:

- A trusted member of staff
- A parent or carer
- The pastoral team
- The safeguarding team
- The Call it Out system – this is our anonymous system monitored by the safeguarding team.

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 your child's form tutor immediately if you are worried.

Information of specialist organisations 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 the child:

- Is frightened of walking to or from school or changing 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 have nightmares
- Feels ill in the morning

- Lowers their performance in their schoolwork
- 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
- Ending Violence Against Women and Girls (EVAW) Home | End Violence Against Women

Section 7: Further information

7.1 Confidentiality

All members of staff must 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 Governance

The Governing Body will:

- Review the effectiveness of this policy;
- Monitor patterns and trends in bullying incidents;
- Challenge and support school leaders in maintaining a safe environment;
- Ensure statutory safeguarding and equality duties are met.

7.2 Linked policies:

Safeguarding Policy
Child Protection Policy
Allergy Safety Policy
Attendance policy
Positive Behaviour Policy
Single Equality Policy
RSHE 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.

Annex 1

Anti-Bullying Agreement

Student Name: _____

Date: _____

As a student at The Henry Beaufort School, I understand that bullying and unkind behaviour of any kind are unacceptable and go against our school values of Pride, Happiness and Ambition.

By signing this agreement, I commit to treating others with kindness and respect, taking responsibility for my actions and upholding the expectations set out below. I understand that I will be held accountable for my choices and behaviour.

My agreement:

1. **Respect Others:** I will treat my peers, teachers and all members of the school community with respect, kindness and consideration.
2. **Do Not Bully Others**: I will not engage in bullying or unkind behaviour, whether physical, verbal, emotional or online. This includes name-calling, spreading rumours, deliberately excluding others or any form of intimidation.
3. **Report Bullying:** If I witness or become aware of bullying, I will report it to a trusted member of staff or use the school's *Call It Out* system.

Consequences for Breaking This Agreement:

If I fail to follow this agreement, I understand that the school will take appropriate action in line with its Positive Behaviour Management Policy. Depending on the nature and seriousness of the behaviour, this may include:

- A formal meeting with a member of staff and/or my parents/carers.
- Being asked to write an apology to the person affected, where appropriate.
- Loss of social time and/or participation in extracurricular activities or school trips, where appropriate and in line with school policy.
- Internal suspension or suspension from school, in line with the school's Positive Behaviour Management Policy.

I understand that these consequences are examples and are not exhaustive. The school will consider the circumstances and seriousness of the behaviour when deciding on the appropriate response. The aim is to help me take responsibility for my actions, understand the impact of my behaviour on others and make positive changes.

I understand that my actions have consequences and that I am responsible for my behaviour and the impact it has on others. By signing this agreement, I commit to treating others with kindness and respect and to helping make The Henry Beaufort School a safe, respectful and inclusive environment where everyone feels valued.

Student Signature: _____

Date: _____

Shared with parent/carer via email on date: _____