Beaumont School Anti-Bullying Policy	Approved by CTL Committee – November 2023
	Next review – September 2026

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Anti Bullying vision and approach

Beaumont School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind (whether it takes place in school, on-line or at home) prevents this from happening. Our vision is:

- To build and maintain an anti-bullying ethos within the school community

- To ensure all staff, students and parents/ carers have a clear understanding of what bullying behaviour is both in and out of school bounds and hours

- To ensure all Trustees and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported

- To ensure that all students, parents and carers know the school policy on bullying and feel confident to activate the anti-bullying systems

- To challenge attitudes about bullying behaviour

- To increase understanding for students who are victims of bullying

The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our students and we will take all steps to ensure their safety. As a school, we take bullying very seriously. Students, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of members of the school community to implement the Anti-Bullying Procedure. This procedure is an important and integral part of the school's Behaviour, Safeguarding and Equality Scheme policies also.

The key legislation, government policies and guidance which influence anti-bullying policy and practice are listed below.

- Education Act 2002
- The Children Act, 2004

- Equality Act 2010
- DFE: Preventing and tackling Bullying
- DFE: Cyber bullying: advice for Headteachers and school staff
- Statutory duties regarding: disability, ethnicity, gender, religion and belief, sexual orientation and age

What is bullying?

There is no legal definition of bullying.

However, it is usually defined as behaviour that is:
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can take place between students, between students and staff or between staff, and can include:
- Physical assaults: kicking, hitting, pushing
- Making threats
- Name-calling, teasing, taunting, mocking and making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Taking belongings
- Cyberbullying – bullying via mobile phone or online, for example email, social networks and instant messenger, including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites
- Sexual harassment
- Sexual violence or assault

Students are bullied for a variety of reasons including:
- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

As a school, we also challenge the development of an environment which is hurtful and

threatening to particular groups or communities. For example, casual use of homophobic, transphobic, bi-phobic, sexist or racist language does not go unchecked whether it is targeted at an individual or not.

Child on Child abuse

If a student causes harm to another, this should not necessarily be dealt with as abuse. The following guidelines should be read in conjunction with those listed above to ascertain the severity of the behaviour. When deciding whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other students
- whether there are concerns about the intention of the alleged perpetrator.

Any manifestation of Child on Child abuse (physical, sexual or emotional including gender based violence/sexual assaults, sexting, teenage relationship abuse, peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour) that is identified by a member of staff is referred immediately to the Head of Year/Head of Key Stage/Leadership team ~~DSP~~ in school so that it can dealt with through the appropriate channels.

<u>Roles and responsibilities across the school</u>

Trustees' role and responsibilities

- Promote the wellbeing and ensure the safeguarding of students in school
- Ensure the school complies with legislation and statutory duties, and observes national and local guidance
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying behaviour

Headteachers and senior staff with key responsibilities

- Build and maintain a school ethos which is welcoming, supportive and inclusive of students, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of students in the school
- Ensure staff (including support staff) receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- When appropriate, use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Act as appropriate role models for managers, staff, parents and students
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc) as appropriate to respond to incidents

All teaching and support staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of students and staff
- Promote the wellbeing and ensure the safeguarding of students in school
- Behave with respect and fairness to all students
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices
- Model positive attitudes and relationships
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil

Students

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged

Parents/carers

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding students involved in bullying

Preventing and responding to bullying incidents

We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, gender or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Whilst we acknowledge that bullying cannot be completely eradicated, as a school, we are wholly committed to taking measures to minimise its presence and impact on individuals and the student body. The following strategy, developed in consultation with students, parents, staff and Trustees, gives details of how we hope to achieve this.

- Beaumont School has an effective pastoral system which takes all allegations of bullying seriously, investigates them and acts upon the findings according to the guidelines in this and the associated behaviour policy. This will always involve discussion with all students involved and, in the majority of instances, their parents.

- Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities

- The teachers' observation of the behaviour of the students in their care is often the first indicator of bullying. The Form Tutor's role is vital but all staff will be vigilant and alert for signs of bullying.

- A "worry post box" is located outside the school's Finance Office where students can leave notes about any issues causing concern, including bullying. Students can choose to address the note to a specific member of staff if they so wish. The box is checked regularly with its contents passed, in confidence, to a senior pastoral post-holder.

- Year 10 students are used as form mentors for Year 7 tutor groups. This relationship allows younger students to discuss problems, including bullying, with older peers. Mentors are aware that they should always alert a member of staff to any bullying of which they become aware.

- Sixth Form students take part in a peer-mentoring scheme operating in Years 7, 8 and 9. All participants receive mentor safeguarding training and would make an informed judgement about when to involve pastoral staff.

- Anti-bullying advice is published in all pupil planners and features on the school's website.

- The PSHE curriculum addresses issues such as bullying, conflict and its resolution and peer pressure as do other subject areas such as Drama. Students discuss both the impact of such behaviour on others and also look at effective ways of dealing with the situations they may experience. Students will also be made aware of anti-bullying strategies through assemblies and form periods.

- The ICT Code of Conduct includes specific measures to tackle cyber bullying through the misuse of digital media, such as images of students, both in and out of school.

Stakeholder communication

The school anti bullying policy is available for students, staff, trustees and parents/carers to view on the school website.
Staff are trained to model appropriate behaviour and challenge bullying according to school guidance.
By training students as part of the schools' peer mentoring scheme, they automatically become active in the anti-bullying ethos of the school.
Parents are encouraged to contact the school if they are concerned that their child is involved in bullying. The school offers many opportunities to involve all members of the school

community in our anti bullying work including parent consultation evenings, staff meetings, surveys and use of curriculum opportunities.

Impact assessment

Monitoring and evaluation of this policy forms a regular part of our self-evaluation process. All policies are evaluated and reviewed with involvement from staff, students, trustees, parents and carers. The anti bullying policy is reviewed every 3 years.

Tools that are used to assess the impact of the implementation of our anti bullying policy include:

- Annual behaviour report to trustees by a senior member of staff including information on reported experiences of bullying and recorded incidents of bullying
- Kirkland Rowell Survey
- Internal school surveys for students and staff

The policy has been developed in line with advice from the Local Education Authority and the NSPCC Template for Anti Bullying policies for schools and DfE Guidance: Preventing and tackling Bullying and Cyber bulling: advice for Headteachers and school staff.