



Anti Bullying Policy

All phases of education, ages 4-18

Approved by: Education Committee		Date: Summer Term 2025
Next review date:	Summer Term 2026	

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1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the operational framework within which its ethos of Enjoy Respect Achieve is reflected in its approach to preventing the occurrence of bullying in school and that when it does arise it is addressed effectively and to ensure its legal duties and charitable purposes are met effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:

- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- SEND Code of Practice 2015
- Online Safety Act 2023
- KCSiE as updated from time to time
- Statutory guidance on behaviour issued by DfE from time to time

This policy also complies with our funding agreement and articles of association.

3. Definitions

Bullying is defined by Department for Education as any activity that is

- repeated
- intended to hurt someone either physically or emotionally or has this effect
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, in app chats, social networks and instant messenger tools)
- through the use or misuse of technical tools such as photo editing software, or generative artificial intelligence (see also Section 6.5. below)

It can be undertaken deliberately, persistently or maliciously, or have the effect of being deliberate, persistent or malicious. Examples are given in Appendix I

It can include harassment and discrimination but is not required to have these elements to be bullying.

Protected characteristic means as defined in Equality Act 2010.

Staff means all teaching and non teaching staff as well as volunteers and includes agency, cover and visiting staff.

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, and ensure we comply with our duties under the Equality Act 2010]. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following groups:

- those with any protected characteristic
- those who for any other reason related to their own personal circumstances may be at risk of bullying or harassment. Examples could include those who are less able to participate in activities due to health or medical needs (that are not disabilities); have caring or other responsibilities or family or household circumstances.

This Policy further seeks to support harmonious interactions between all members of our community and heighten awareness of the laws in place to prevent unfair treatment arising from any protected characteristic or any other personal or individual circumstance.

5. Roles and Responsibilities

5.1 All Staff

All staff are responsible for ensuring they understand that the Trust and each member school take bullying seriously and that it will not be tolerated. All staff are responsible for having, within the context of their role, a clear understanding of what bullying (including harassment or discrimination) is, how to prevent bullying within the context of their role happening between young people who are part of our school communities, and to know our policy on bullying and follow it when bullying is reported. Appropriate professional curiosity is expected of all staff according to the nature of their role.

Within the context of and the duties of each member of staff's role, each member of staff is responsible for:

- supporting and maintaining a safe, enjoyable, respectful environment that allows all to achieve;
- providing a consistent approach to the way in which we respond to allegations of bullying and harassment so that we make sure bullying is stopped as soon as possible if it does happen;
- helping those involved receive the support they need, whether victim or perpetrator;
- helping build strong trusting relationships between adults and children and young people to enable every child to feel confident they have at least one adult they can share concerns with;
- supporting all children and young people to feel confident that any concerns they share will be treated seriously, respectfully and acted upon appropriately.

5.2 Trust Board

The Board is responsible for ensuring that the Trust's policy meets all statutory requirements with respect to Anti Bullying and is effective.

Specifically, in addition, all trustees are responsible for understanding what bullying is, and how the Trust's policy prevents and addresses this, and to follow it if bullying is reported to a trustee.

5.3 CEO

The CEO is accountable to the BET Board for implementation and monitoring of this Policy, ensuring reporting is delivered in accordance with section 11 of this Policy, , with support from Trust executive leaders as determined by CEO.

5.4 Heads of Schools

The Head of School is responsible for ensuring that this policy is adhered to, including with respect to induction and training of staff in this Policy, and that the provisions in Appendix 3 adequately and sufficiently deliver the systems and processes to meet the requirements of this Policy. The head of School is also responsible for monitoring the effectiveness of this policy, and ensures that all requests for information are provided with Trust leaders in a timely manner, so as to inform whole Trust reporting and monitoring, as well as reporting to each local governing body termly on the incidents reported under this Policy.

5.5 Local Governing Bodies

All local governing bodies are responsible for ensuring that Appendix 3 of the Policy is made specific to each School and meets all statutory requirements and is consistent with the provisions of the main policy as a whole. In case of conflict of any provision, the main policy will override school specific amendments in Appendix 3.

Specifically, all local governors are responsible for understanding what bullying is, and how this policy prevents and addresses this in their School, and to follow it if bullying is reported to a governor.

6. Procedures

6.1 Reporting Bullying

Parents/carers, guardians, and children and young people are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per the school's procedures (set out in the Appendix 3) to deal effectively with the victims of, and those responsible for including those who are members of any group the alleged perpetrator(s) or victim(s) or both are a member of who are found, upon investigation, to have observed, watched, or accepted without challenge or report, acts of bullying.

6.2 Education and curriculum

Education to prevent bullying will be provided to all children and young people during their time at school and appropriate behaviour will be reinforced during lessons and around the school site.

Curriculum opportunities are used to address bullying, for example:

- a. Subject areas e.g. English, Drama, PSHE with related curriculum maps, knowledge

organisers and detailed curriculum in Appendix I of the School RSE Policy.

- b. Citizenship education
- c. Assemblies e.g. National Safer internet day - February, Anti-Bullying Week - November
- d. Presentations from outside agencies and theatre groups and workshops
- e. Bespoke interventions in school
- f. Offsite activities
- g. Tutorial activities
- h. Peer support: e.g. Student Mentors/Ambassadors

Children and young people are encouraged to develop and understand:

- i. Patience
- j. Empathy
- k. Co-operation
- l. Understanding

as well as the following British Values:

- m. Mutual respect
- n. Democracy
- o. The rule of the law
- p. Individual liberty
- q. Tolerance of those of different faiths and beliefs

and with respect to SGS:

- r. the School's theologically rooted Christian ethos and its meaning in the context of this policy; and
- s. the School's character education programme

Staff will be trained on the signs to watch for (Appendix 2).

6.3 Stakeholder awareness

The Trust and the School communicate its stance on bullying to all children and young people and parents by publishing its policy on the school website, and depending on School, through parent fora and induction/update events as well as newsletters/briefings, curriculum support and intervention.

Each BET School also ensures that systems for reporting and addressing bullying are well promoted, easily understood and easily accessible for children to report confidently any bullying concern, knowing their concerns will be treated seriously and that they can safely express their concern and feelings. Each BET School engages with children and young people and staff to receive feedback and implement changes to continually improve the efficacy of its systems in this respect. Processes for this are set out in Appendix 3 for each School.

6.4 Offsite bullying out of school hours

We know that bullying happens both on the school site and off it, for example, when children and young people are on their way to/from school and/or on school trips/visits/fixtures and outside of school hours. Where children and young people are clearly identifiable in school uniform or as a

member of a school group, children and young people remain subject within the context of each situation to all School policies and processes including the Anti Bullying Policy and Behaviour Policy.

However, we recognise that the reach of the School can only extend so far, in accordance with legislation. Consistent with DfE statutory guidance on behaviour, and our Behaviour Policy, we do recognise that bullying that occurs offsite, outside of school hours, whether online or in person, can contribute to or impact the behaviour or the orderly running of the school, or pose a threat to another person on school premises or negatively impact the experience of another person as a member of the School community including being part of and engaging in school and all school activities.. We may, following a fair investigation, find cause to take action under this and the Behaviour Policy against those committing the acts AND those in any group that either the alleged perpetrator(s) or victim(s) or both are part of or who have watched or observed any such acts without seeking adult help or reporting.

If the incident or incidents of bullying could be criminal or poses a serious risk to any individual, we will always inform the police.

6.5 Generative Artificial Intelligence

Generative Artificial intelligence (AI) tools are now widespread and easy to access. Staff, children and young people, and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look or sound real.

We will treat any use of AI in any incident of bullying in the same way as any other attempt to bully another person by use of false, fake, manipulated, manufactured information about an individual.

6.6 Support

We will support both victims and perpetrators as needed in all situations, and ensure, where necessary, risks arising to either victim or perpetrator are identified, managed and reduced.

We will support – where reasonably possible- children and young people, and their families, to remove social media/messaging posts.

7. Training for staff, volunteers, governors/Trustees

All staff, and volunteers will receive training and development as follows:

- as part of induction, appropriate to their role including safeguarding and behaviour training
- as part of continuous professional development, both formally and informally, again as appropriate to the nature of their role

Where children and young people or staff accept roles related to anti bullying peer champion work, or other such activities under this policy including student digital leads or student mentoring, appropriate provision for training and development commensurate with the role accepted will be provided, and routinely monitored for quality and impact. Appendix 3 covers school processes here.

8. Monitoring provisions

The Education Committee will review this policy annually and Schools are required to review Appendix 3 annually and republish accordingly.. Data relating to incidents under this policy is reviewed termly at LGB and Education Committee.

9. Links to other policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Equalities Objectives
- Curriculum Statement (including EYFS)
- RSE Policy
- Online Education Statement

Appendix I- examples of bullying

The following are examples of bullying - this list is not exhaustive and is not intended to be but gives some examples:

Verbal e.g

- Deliberate, unkind and persistent remarks
- Racist, sexual, homophobic, transphobic or biphobic name calling
- Being hurtful about appearance or any other attribute, medical condition or need, family or individual circumstance
- Name calling, sarcasm, persistent teasing

Emotional e.g

- Spreading hurtful rumours
- Writing graffiti or using images/offensive materials
- Tormenting, humiliating
- Excluding someone and leaving them out on purpose

Theft/Damaging property e.g

- Taking someone's property deliberately and hiding these from the owner or leaving them in a place where they will be damaged by e.g. weather
- Malicious or intentional or deliberate damage to property e.g. breaking or destroying or defacing pencil case, uniform

Physical e.g

- Pinching, punching, pushing, kicking and hitting
- Any violence that is done on purpose to others

Prejudice based and discriminatory including:

- Racist
- Faith based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability based

in each case including taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual e.g.

- Making sexual comments or suggestions including homophobic, biphobic or transphobic comments
- Upskirting
- Inappropriate touching
- Taking or sharing sexually inappropriate photos
- Displays of sexual material including online
- Sexual assault

Cyber or online bullying e.g

This includes the use of all online facilities, particularly social media or messaging platforms, private chat rooms, closed private groups, virtual chat platforms whether accessed through school provided or private mobile devices or fixed hardware in order to:

- deliberately upset someone else, send hurtful, harmful messages sent from

individuals and groups, including the sharing of personal and/or inappropriate images or videos

- exclude a child from online games, activities, messaging or friendship groups
- send threatening, upsetting or abusive messages
- create and sharing embarrassing or malicious images or videos including through generative AI
- 'trolling - sending menacing or upsetting messages on social networks, chat rooms or online games
- vote for or against someone in an abusive poll
- set up hate sites or groups about a particular child
- create fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

Appendix 2 - Signs and Symptoms

A child may indicate by signs of behaviour that he or she is being bullied. Adults including; parents, teachers, tutors, pastoral support staff should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money to pay bully
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or any mobile device or application/software for learning and teaching
- is nervous and jumpy when a text or other online message is received or is asked to review messages or use devices
- is nervous about what they wear in school
- appears to have lost confidence

This is not an exhaustive list.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 3- School specific processes and procedures

The Petersfield School recognises that bullying is never acceptable and will follow the procedures as outlined below:-

1. Incidents of bullying should be reported immediately to any adult on the staff who in turn will (as appropriate) report the matter to the appropriate member of the Pastoral Team; and log on ClassCharts/CPOMs. Concerns about bullying can be reported to any trusted adult in the school, via the drop box in Student Services or by using the 'report a concern' button in the student's section of the TPS website.
2. All students will be listened to, and individual issues addressed. The school provides opportunities for students to report bullying so that they are assured that they will be listened to and an incident acted on. Our Safeguarding Policy provides further information and detail.
3. Staff will take appropriate action on information collated. It will be the professional judgement of senior staff to determine the nature of the problem and the appropriate level of response and course of action in accordance with the Safeguarding and Child Protection Policy and other school processes.
4. In most cases written accounts of the incident will be taken through discreet interviews where necessary and following investigation, the incident will be dealt with appropriately.
5. Incidents of bullying will be recorded on ClassCharts/CPOMS by type and outcome. This data is used for monitoring and evaluation and is shared with the Local Governing Body and Education Committee.
6. A variety of appropriate strategies may be used to deal with reported incidents:
 - Restorative meetings/Conflict resolution.
 - Apology from bully to victim (verbal/written).
 - Behaviours and context leading up to any incidents will be discussed with students involved.
 - Positive steps to be taken with bully to encourage better understanding and improved behaviour.
 - Monitoring of bully after incident to see any repeated behaviour.
 - Support and guidance for victim/bully to maintain resolution.
 - Parents /carers may be contacted by email/letter /telephone/invited into school, if appropriate.
 - Implement disciplinary sanctions, including detentions/isolation/suspension/exclusions.
 - Record incidents of bullying according to type on ClassCharts/CPOMS and use this data to monitor incidents of bullying in the school.
 - Use specific organisations and resources for help with particular problems.
 - Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and when a criminal offence may have been committed.



ANTI-BULLYING STRATEGY

TPS is committed to promoting and continually developing our culture of anti-bullying.
All forms of bullying are taken seriously and will not be tolerated in our school.

Raise awareness of the TPS commitment to combat all forms of bullying

- Provide signage around school publicising how pupils can access support.
- Ensure pupils, staff and parents/carers understand the definition of bullying and how we can promote a positive school culture.
- Update, maintain and promote systems to report concerns about bullying.

Anti Bullying Ambassadors

- Deliver key messages and support assemblies, tutor times, break times and the journeys to and from school.
- Regularly discuss and feedback about the ongoing needs of the school community.
- Regularly check for concerns raised online or via Student Services.

Create a safe space for pupils during break and lunch times

- Lunch and break club.
- Anti Bullying Ambassadors to regularly drop into break time clubs to speak to pupils experiencing bullying or friendship issues.

Hold regular initiatives to raise awareness of anti-bullying

- Resources shared across the school and with colleagues at primary feeders.
- Training and updates shared with all TPS staff.
- National Anti-bullying awareness week promoted across school.

Monitor and mitigate patterns in bullying and unkindness

- Provide case studies of work done to reduce bullying and improve wellbeing of at-risk groups of pupils (including those with protected characteristics)
- Use Anti Bullying Alliance's Pupil Questionnaire and suggested prevention strategies.
- Track patterns and address key areas to ensure they are significantly lower than the national average.
- Show that at-risk groups are supported, and all pupils understand the impact of harassment and discrimination.