# Beachborough School

# Anti-Bullying Policy

**Updated**: September 2026

**Date of next Review**: September 2027

**Policy Lead**: Ms SJ Lapper (Deputy Head Pastoral / DSL)

**Reviewed by**: Mrs S Mitchell (Head)

## Guiding Principles:

The purpose of this policy is to make clear that bullying, in any form, is unacceptable within our school community. At Beachborough, we recognise bullying as a form of child-on-child abuse and understand the significant impact it can have on a child's wellbeing, confidence, relationships and ability to learn. Left unchallenged, bullying can have serious and long-lasting consequences for an individual's emotional and mental health, extending far beyond their school years.

We believe that every child has the right to feel safe, valued and respected. Our aim is not only to respond effectively when bullying occurs, but to create a culture in which it is far less likely to happen in the first place. Through strong pastoral care, positive relationships and clear expectations of behaviour, we strive to build an environment where kindness, empathy and mutual respect underpin daily life. In such an environment, pupils are able to develop confidence, celebrate their individuality and flourish both academically and personally.

At Beachborough, we are proud of our diverse and inclusive community. Each child arrives with their own experiences, perspectives, strengths and identity, all of which enrich school life. In line with the Equality Act 2010, we are committed to ensuring no pupil experiences discrimination, harassment or victimisation related to a protected characteristic, including, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

We actively encourage pupils to speak up if they are worried about themselves or someone else. Whether they witness behaviour that is hurtful, unkind or inappropriate, or experience it directly, they should feel confident that they will be listened to and supported. We promote a culture of openness through the NSPCC's 'Speak Out, Stay Safe' message and encourage every member of the community to play their part in creating a safe, supportive and respectful environment for all.

## The objectives of our Anti-Bullying Policy are to:

- Develop a shared understanding across the whole school community of what bullying is, why it is harmful and the responsibility we all have in preventing it.
- Empower pupils to contribute positively to school culture by promoting kindness, inclusion, respect and positive relationships.
- Reinforce the seriousness of all forms of bullying, recognising the significant emotional, psychological and, in some cases, long-term consequences it can have for those affected.
- Ensure that all staff remain vigilant, informed and confident in recognising, preventing and responding to bullying effectively.
- Promote anti-bullying education through assemblies, pastoral programmes and the wider curriculum, helping pupils develop empathy, resilience and respect for others.
- Foster a culture in which pupils feel safe to speak out, seek support and report concerns, knowing they will be listened to and taken seriously.
- Ensure that incidents of bullying are identified, recorded, investigated and addressed promptly, consistently and fairly.
- Support both those who experience bullying and those who display bullying behaviours, helping all pupils to learn, grow and make positive choices.

## Guidance:

Beachborough School's Anti-Bullying Policy is informed by:

*Keeping Children Safe in Education 2026*
*Working Together to Safeguard Children*
*Preventing and Tackling Bullying 2017, (DfE, Updated, July 2026)*
*Behaviour in Schools*
*Sharing Nudes and Semi-Nudes: Advice for Education Settings*
*Teaching Online Safety in Schools*
The *Equality Act 2010*
The *Independent School Standards 2026*

The school recognises that bullying may occur both online and offline and that online abuse can be just as harmful as face-to-face bullying. Staff understand that bullying can be a form of child-on-child abuse and will always take reports seriously.

## Definition:

Bullying is behaviour by an individual or group that is intended to hurt, intimidate, threaten, humiliate or harm another person and is usually repeated over time.
Bullying often involves an imbalance of power which makes it difficult for the victim to defend themselves. This imbalance may be physical, psychological, social, emotional or linked to knowledge, status, popularity, identity or access to technology.

Bullying may be:

- Physical
- Verbal
- Emotional
- Social
- Psychological
- Prejudice-based
- Online (cyberbullying)

Single incidents may not constitute bullying but may still be serious, unacceptable and require intervention under the school's Behaviour Policy, Child Protection Policy or Child-on-Child Abuse procedures.

## Bullying and Child-on-Child Abuse:

Beachborough recognises bullying as a form of child-on-child abuse.
Bullying may be an isolated incident or form part of a wider pattern of harmful behaviour. Staff will always consider whether bullying behaviour may indicate wider safeguarding concerns, including:
Sexual harassment
Sexual violence
Harmful sexual behaviour
Coercive behaviour
Image-based abuse
Initiation or hazing behaviours
Online abuse
Prejudice-based abuse
Exploitation
Serious violence

Misogynistic, misandrist, sexist or gender-based attitudes and behaviours may constitute safeguarding concerns. Beachborough recognises that such behaviours can form part of a continuum leading to harmful sexual behaviour, sexual harassment and sexual violence. Staff will challenge such behaviours at the earliest opportunity and respond in accordance with safeguarding procedures.

Any safeguarding concerns arising from bullying incidents will be managed in line with the Child Protection and Safeguarding Policy and referred to the Designated Safeguarding Lead where appropriate

## Protected Characteristics - Prejudice Based Bullying:

Beachborough recognises that some bullying is motivated by prejudice or discrimination.
This may include bullying related to:
Race, ethnicity or nationality
Religion or belief
Disability or SEND
Sex
Gender reassignment
Sexual orientation
Pregnancy or maternity
Looked-after status
Adoption
Young carer responsibilities

The school will challenge discriminatory language and behaviour whenever it occurs.
Prejudice-based incidents, including racist, sexist, homophobic, biphobic and transphobic incidents, will be identified, recorded, monitored and addressed appropriately.

## Pupils Who May Be More Vulnerable:

The school recognises that some children may be more vulnerable to bullying than others.
This may include:
Pupils with SEND
Looked-after and previously looked-after children
Young carers
Adopted children
Pupils experiencing mental health difficulties
LGBTQ+ pupils
Pupils with protected characteristics
Pupils who are socially isolated

Staff will remain particularly vigilant to the needs of vulnerable groups and provide additional support where required.

## Types of bullying behaviours:

| Type | Examples |
|---|---|
| Verbal bullying | Repeated, systematic name calling; belittling; teasing; hurting a person's feelings; threats; alienating; excluding; spreading rumours; ostracising; gossiping. |
| Non- verbal bullying | Repeated, systematic intimidation through gesture; hiding/stealing/damaging a person's books or belongings; dirty looks; written threats; shunning someone. |

| | |
|---|---|
| Physical bullying | Repeated punching; biting; choking; kicking; shaking; slapping; tripping; spitting; poking; pushing; unwanted touch. |
| Cyber bullying | Cyberbullying is the use of technology to deliberately and repeatedly upset, threaten, intimidate, humiliate or harm another person.<br>Examples may include:<br>Social media abuse<br>Group chat abuse<br>Gaming platform harassment<br>Anonymous messaging<br>Sharing embarrassing images or videos<br>Image-based abuse<br>Sharing nudes or semi-nudes<br>AI-generated or manipulated images<br>Deepfake content<br>Exclusion from online groups<br>Threatening messages<br>Deliberately spreading rumours online<br>The school may take disciplinary action in response to bullying that occurs outside school where it affects the welfare, safety or education of members of the school community |
| Sexual Harassment and Sexual Violence | Beachborough maintains a zero-tolerance approach to sexual violence and sexual harassment.<br>Sexual harassment, sexualised comments, sexual jokes, unwanted physical contact, online sexual harassment and image-based abuse will never be dismissed as:<br>Banter<br>Just having fun<br>Part of growing up<br>Boys being boys<br>Such behaviours will be addressed under the school's Child Protection, Safeguarding and Child-on-Child Abuse procedures. |

## Responsibilities:

Creating and maintaining a culture where bullying is not tolerated is the responsibility of the entire school community. Pupils, staff and parents all have an important role to play in promoting kindness, respect and inclusion.

- All members of the Beachborough community share a responsibility for upholding the principles of this policy and contributing to a safe, supportive and respectful environment.
- Pupils who witness bullying are encouraged to report their concerns. Bystanders play a vital role in challenging unacceptable behaviour and helping to foster a culture of kindness, safety and respect.
- Concerns raised in good faith will always be taken seriously, and pupils will be supported when speaking up.
- Pupils are encouraged to look out for one another and to take positive action if they believe someone is being bullied. This does not mean putting themselves at risk, but recognising inappropriate behaviour and reporting it to a trusted adult. We actively promote the message: 'See It, Say It, Stop It.'
- Form VIII pupils are encouraged to take a leadership role in modelling positive behaviour and challenging bullying wherever it occurs. They are expected to report concerns promptly to a Year Group Coordinator or the Deputy Head Pastoral. These responsibilities are explored

further during prefect training during FVIII induction.

- Through PSHE, the CREATE framework, assemblies, projects, drama, literature and other curriculum opportunities, pupils are encouraged to develop empathy, respect and an understanding of healthy relationships. Initiatives such as Girls on Board and Working with Boys further support this work.
- Discussions about diversity, difference and respectful language are embedded across school life. Pupils are encouraged to value and celebrate differences, and any prejudice-based bullying or discriminatory behaviour will be challenged, recorded and addressed appropriately.
- When concerns are raised or a disclosure is made, adults must respond promptly, sensitively and appropriately. They should ensure the immediate wellbeing of the child, take the matter seriously and report it to the relevant Form Tutor, Year Group Coordinator, Head of Boardman and/or Deputy Head Pastoral in line with school safeguarding procedures.

## Reporting and Investigation:

The school seeks to make reporting concerns straightforward and accessible. Pupils may report concerns to:

- Any trusted member of staff
- Their Form Teacher or Tutor
- Year Group Coordinator
- Head of Boardman
- Deputy Head Pastoral / DSL
- Boarding staff
- Through any school reporting mechanism made available to pupils

When a concern is reported:

Immediate safety and wellbeing will be assessed.
The concern will be recorded on My Concern.
Relevant staff and safeguarding leads will be informed.
An investigation will be undertaken promptly.
Parents will be informed where appropriate.
Sanctions will be awarded where appropriate.
Support plans will be implemented when necessary for those affected.
Follow-up reviews will be conducted to ensure the bullying has ceased.
All concerns will be treated seriously and investigated on the balance of probabilities.

## Threshold:

The school encourages the reporting of all bullying concerns, including cyberbullying and bullying that occurs outside school. Accurate records are maintained to identify patterns, monitor trends and evaluate the effectiveness of interventions. Where there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm, the incident will be treated as a safeguarding concern and managed in accordance with the school's safeguarding procedures. Where bullying concerns indicate emerging needs rather than significant harm, the school may consider Family Help support, pastoral intervention or other early support services in partnership with parents and external agencies where appropriate. Where

appropriate, the school will work collaboratively with children's social care, police, health professionals and other safeguarding partners to ensure pupils receive the support and protection they require.

Any bullying incident involving significant harm, repeated targeting, discriminatory abuse, sexual harassment, sexual violence, exploitation or other safeguarding concerns will be referred to the Designated Safeguarding Lead and managed in accordance with safeguarding procedures

EYFS:

Beachborough recognises that children in the Early Years Foundation Stage require age-appropriate support and intervention. Staff working in EYFS will respond promptly to concerns about unkind, exclusionary or persistent behaviour and will work closely with parents to promote positive relationships, kindness and emotional development. Any safeguarding concerns arising from behaviour between children will be referred to the DSL in accordance with safeguarding procedures.

Boarding Provision:

The principles and procedures outlined within this policy apply equally to boarding provision.
Bullying occurring within boarding accommodation, during residential activities, educational visits or through online communication outside the school day will be addressed using the same safeguarding and pastoral procedures. Boarding staff receive appropriate safeguarding and anti-bullying training and maintain clear records of concerns arising within boarding accommodation. Appropriate supervision, monitoring and follow-up support will be provided for all pupils involved.

Monitoring and Evaluation:

The Senior Leadership Team will monitor all reported bullying incidents and review patterns and trends. All concerns, disclosures, investigations, actions and outcomes relating to bullying will be recorded on My Concern, the school's safeguarding system. Records will be factual, contemporaneous and retained in accordance with safeguarding record-retention requirements.

The school will:
Analyse bullying data regularly.
Monitor prejudice-based incidents.
Review effectiveness of interventions.
Identify emerging themes and risks.
Report anonymised trend information to governors/proprietors.
This information will inform staff training, pastoral support and preventative work across the school.

Useful Websites that support our Anti-bullying Programme:

*Anti-Bullying Alliance*
*Bullying UK*
*Childline*
*The Diana Award*
*Internet Matters*
*Kidscape*
*The UK Safer Internet Centre* / *UK Council for Child Internet Safety (UKCCIS)*

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. *Linked Policies and read in conjunction with: Behaviour, Internet safety, Equal Opportunities, Social Media, Acceptable Use, Safeguarding and Child protection.*

Beachborough's Five Strands to Address Bullying

**1. PARTICIPATION:**

The views of the children are sought in the following ways: The School Council; open door policy for speaking with senior members of staff, form teachers or tutors; sitting and talking with children at mealtimes; engaging with children whilst on duty; PSHE lessons; each child's planner gives guidance on what to do should they suspect bullying.

**Bully-free Beachborough**

*Five Strands of Support*

**3. DATA ANALYSIS AND OBSERVATION:**

Collection and analysis of data is essential: Weekly staff meetings are used to highlight any ongoing concerns; incidents must be logged onto My Concern and actions must be kept up to date.

All staff are required to be vigilant and look for possible signs of bullying (depression, low self-esteem, shyness and isolation). Action taken may include deliberately engaging in conversation with the child; passing on concerns to the child's form teacher or tutor; alerting staff during pastoral meetings, phase leader meetings and YGC meetings.

## 2. PREVENTION:

Beachborough recognises the wealth of experience that already exists throughout the school and that prevention is better than cure. The form teacher and form tutor are the front line in terms of managing the sometimes complex relationships between children. They are also the first point of contact for parents. It is the Deputy Head Pastoral's responsibility to ensure the smooth running of this process (which may involve intervention) and liaise with the parents and the Head as and when it is necessary. Below Form V this responsibility would be held by the Head of the Boardman. In Form V and above, Year Group Co-ordinators (YGCs) monitor and manage 'whole year group' issues in consultation with tutors and the Deputy Head Pastoral. The YGCs regularly speak to each other to share experiences and offer support to one another. The School Council and Safeguarding Council raises awareness of issues such as anti-bullying. On arrival new pupils are allocated a buddy to guide them through the transitional period. Small 'workshops', on specific skills, have been successfully run by the Phase Leaders, YGC and the Learning Zone (Support). These include; assertiveness, anger management, resilience skills and conflict resolution. Beachborough also has a full-time children's wellbeing and nurture practitioner to support the varying needs of pupils.

## 4. INTERVENTION / DISCLOSURE:

To ignore bullying behaviour is to condone it. Comfort and reassurance are offered to the victim at the point of intervention or disclosure, and a written record on My Concern is made before informing the form teacher or tutor (or the YGC or Deputy Head Pastoral in the case of a serious incident). If a member of the non-teaching staff is faced with dealing with an instance of bullying, they are to record it in the same way. If bullying has occurred, it is the form teacher or tutor's responsibility to take further action. This may involve introducing the victim to facilities outlined in 'Prevention', the creation of an action plan and will involve verbal communication with the victim's parents, outlining the content of the action plan with a review date. Any further discussion will include consultation with the YGC, Head of Boardman or the Deputy Head Pastoral.

The alleged bully will also be given support/pastoral care and guidance from their form teacher/tutor and /or the Deputy Head Pastoral / Heads of Boardman. Whilst some children may remain in denial about the incident(s), most recognise that their pattern of behaviour has been wrong and are open to the suggestions given on how to improve.

## 5. CONSEQUENCES:

- **STAGE 1:** Where the school determines, on the balance of probabilities, that bullying has occurred the child will be warned to stop and given guidance on how to do this. All staff will be alerted to the situation, the child should be allowed to demonstrate that a lesson has been learned.
- **STAGE 2:** Any repetition within a reasonably short period of time will trigger a communication with the child's parents by the class teacher or form tutor or year group coordinator at which point the school's aims are reiterated and a sanction will be awarded. The details of the next steps will be communicated, should the bullying action continue.
- **STAGE 3:** Further repetition and the Phase Leader, YGC / Head of Boardman will formally meet with the parents, and the child will be placed on a behaviour report.
- **STAGE 4:** Further repetition would result in the child's parents being invited into school for a meeting with the Deputy Head Pastoral who will advise the parents that any further bullying will result in the ultimate sanctions of suspension for a fixed period or removal from the school being imposed. The child's privileges will be restricted, and an agreed action plan would be put in place.
- **STAGE 5:** Further repetition would result in a meeting with the Head. Suspension for a fixed period may follow.
- **STAGE 6:** If Stage five does not resolve the matter and the school has exhausted its actions as listed above to amend the behaviour and stop it. The school will have no option but to remove the child from the school.

*(The school reserves the right, at its discretion, to start at any stage, depending on the incident / a repeated situation)*