



Anti Bullying Policy

All phases of education, ages 4-18

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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
- Bullying is often, but not always, aimed at certain groups, for example because of race, religion, sex, disability, gender reassignment 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.

References to gender reassignment are to be understood in accordance with the Equality Act 2010. Children cannot legally change sex, but pupils may still be protected from bullying, harassment or discrimination related to gender reassignment where the Equality Act test is met - for example where a student is going further than gender questioning and proposing to undergo gender reassignment.

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 8 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, children and young people are encouraged to report incidents of bullying to any member of staff and can be confident that action will be taken in line with the school's procedures in Appendix 3. This includes appropriate action in relation to those directly responsible and, where relevant, those who have encouraged, supported, observed or failed to report 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.

Following a fair investigation, the School may take action under this Policy and/or the Behaviour Policy where off-site or online bullying has a clear connection to the School community. This may include action in relation to those directly responsible and, where appropriate, those who have encouraged, supported, recorded, shared, or deliberately failed to report bullying, taking into account the age, vulnerability, circumstances and understanding of the pupils involved.

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 Gemini.

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

Bohunt Farnborough recognises that bullying is never acceptable. We are committed to ensuring that all students feel safe, respected and able to enjoy and achieve at school. We will respond to concerns about bullying promptly, fairly and proportionately, recognising that bullying may also constitute a behaviour or safeguarding concern.

1. Reporting a Concern

Students, parents/carers and staff can report concerns about bullying to any member of staff.

Students are encouraged to speak to a trusted adult as soon as possible if they are experiencing or witnessing bullying. All concerns will be taken seriously and students will be listened to and supported.

Concerns will be referred to the appropriate member of the Pastoral Team as appropriate. Where a concern indicates a safeguarding issue, it will be referred to the Designated Safeguarding Lead (DSL) or appropriate member of the safeguarding team in accordance with the Safeguarding and Child Protection Policy.

2. Initial Response and Safeguarding

The immediate priority when a concern is raised is to ensure the safety and wellbeing of all students involved. The school will consider whether the concern:

- presents a risk to the safety or wellbeing of a student;
- indicates a safeguarding concern;
- involves harassment, discrimination or a protected characteristic;
- involves sexual harassment or sexual violence;
- may constitute a criminal offence; or
- has occurred online or outside school but is affecting the school community.

Where appropriate, measures will be put in place to reduce risk and provide support while the concern is considered.

Bullying, behaviour and safeguarding concerns will be considered alongside one another. A concern does not need to be classified as bullying for it to require a behaviour or safeguarding response.

3. Assessing the Concern

Not every incident of unkindness or inappropriate behaviour will meet the definition of bullying. The school will consider the circumstances and impact of each concern carefully.

In determining the appropriate response, consideration will be given to factors including whether the behaviour is repeated or forms part of a pattern, whether a student has been deliberately targeted,

the impact on the student, any imbalance of power or influence, and the individual circumstances and vulnerabilities of those involved.

The school may distinguish between:

- **Unkind Behaviour** – behaviour which is inappropriate or hurtful but does not meet the definition of bullying;
- **Conflict** – disagreement or difficulties between students where there is not necessarily a pattern of targeted behaviour;
- **Persistent/Targeted Unkindness** – repeated or targeted behaviour which requires intervention; and
- **Bullying** – behaviour which meets the definition set out in the Anti-Bullying Policy.

All inappropriate behaviour will be responded to appropriately, regardless of the label applied.

4. Investigation

Concerns will be investigated in a manner that is appropriate and proportionate to the circumstances. This may involve speaking with the students involved, witnesses and other relevant individuals, as well as considering available evidence. The school will seek to establish what has happened, consider the impact on those involved and determine the most appropriate response.

Investigations will be conducted sensitively and fairly, taking account of individual circumstances and any relevant safeguarding concerns.

5. Response and Intervention

The school will respond to incidents according to their circumstances, seriousness and impact.

Responses may include:

- pastoral support and monitoring;
- education and support to develop more appropriate behaviours;
- restorative approaches or conflict resolution where appropriate and safe;
- parental/carer involvement;
- behaviour sanctions in line with the Behaviour Policy;
- a Student Conduct Agreement for persistent, targeted and/or serious incidents;
- support from specialist organisations or external agencies; and
- involvement of the police or other agencies where appropriate.

Restorative approaches will not be used automatically. The school will consider the circumstances of the incident, the needs of those involved and any safeguarding risks before deciding whether this approach is appropriate.

The school will not attribute responsibility for bullying to the student experiencing it.

Where bullying occurs online or outside school, the school will consider whether it has a clear connection to the school community and whether action is required under the Anti-Bullying Policy, Behaviour Policy or Safeguarding and Child Protection Policy.

6. Follow-Up and Review

Following intervention, the school will monitor the situation to establish whether the behaviour has stopped and whether the student affected feels safe and supported.

Follow-up will be proportionate to the circumstances and may include further pastoral support, monitoring, communication with parents/carers or additional intervention.

Where bullying or persistent targeted behaviour continues, the situation will be reviewed and escalated as appropriate.

Our aim is to ensure that students are able to feel safe, supported and able to participate fully in school life.

7. Recording, Monitoring and Evaluation

Incidents of bullying will be recorded on the school's appropriate systems. Incidents will be recorded by type and outcome and, where appropriate, against relevant protected characteristics.

The school will monitor bullying, Unkind Behaviour and Persistent/Targeted Unkindness to identify patterns and trends and to inform preventative and responsive action.

The school will use appropriate incident data, student voice and feedback to evaluate the effectiveness of its anti-bullying systems and identify opportunities for improvement. Relevant bullying data and patterns will be reported to the Local Governing Body in accordance with the Trust Anti-Bullying Policy.