



BEACONSFIELD HIGH SCHOOL

A remarkable Grammar School

ANTI-BULLYING

Date of review: October 2025

Next review date: October 2026

For review by: Head Teacher



1. STATEMENT OF GENERAL PRINCIPLES

Safeguarding the well-being of our students is the first priority at Beaconsfield High School. Every person here has the right to feel comfortable, secure and accepted as an individual without being subjected to repeated behaviour which makes them feel distressed.

We are committed to providing a caring, friendly, respectful and safe environment for all our students so they can learn in a calm and purposeful atmosphere. Bullying or harassment of any kind is unacceptable at our school. If bullying does occur, students should be able to report it in the knowledge that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening to themselves or anyone else, should feel confident that they can tell a member of staff or use one of the other channels detailed in this policy.

To protect the rights of all children to have a safe and secure learning environment Beaconsfield High School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, staff will follow the anti-bullying guidelines laid out in this policy.

AIMS

The aims of this policy are to:

- To ensure a positive learning environment is created in which all students feel safe
- To encourage and uphold our core values of respect and support for all
- To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur
- To engage with all members of the Beaconsfield High School community to ensure that we create a learning environment in which bullying will not be tolerated
- To update and review our practices regularly, informing parents/carers of any changes made to our anti-bullying policies or procedures, and signposting them to any useful resources to work towards the eradication of bullying at Beaconsfield High School

In the implementation of this policy, we will ensure:

- All governors, teaching and support staff, students and parents/carers understand what bullying is
- All governors, teaching and support staff know what the school policy is on bullying, and follow it when bullying is reported
- All students and parents/carers know what the school policy is on bullying, and what they should do if bullying arises
- As a school, we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

2. WHAT IS BULLYING?

Beaconsfield High School uses the Anti-Bullying Alliances' definition of bullying:

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”.

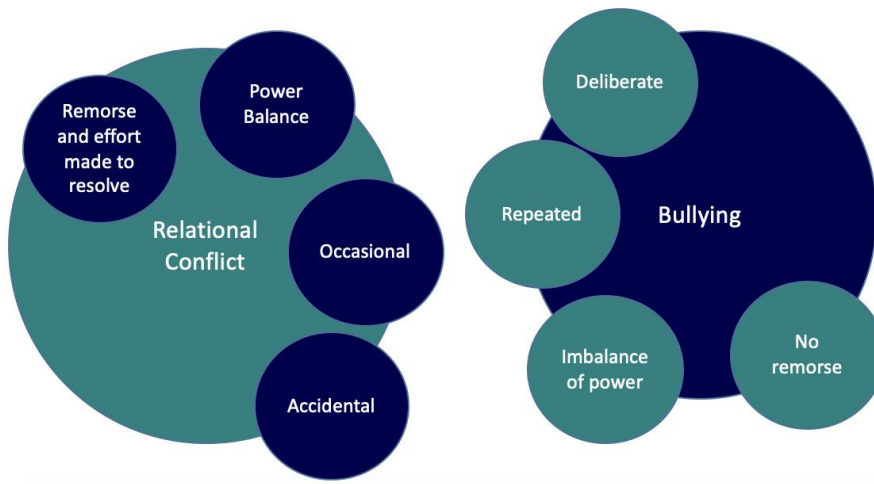
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.



What is bullying?

- **Hurtful**
- **Repetitive**
- **Intentional**
- **Power imbalance**





It should be noted that the above would, therefore, exclude one-off events and could in some cases, perhaps, involve the so-called 'bully' or 'bullies' not realising the significance of their action. However, measures will be taken for infrequent actions which are also outlined in this policy.

Bullying can take different forms and can range from blatant to exceptionally subtle. Bullying can be (non exhaustive list):

- **Emotional/ Psychological/ Social** - being intentionally unfriendly, excluding, tormenting, spreading rumours
- **Physical** - pushing, kicking, hitting, punching or any use of aggression and intimidation, taking or hiding belongings
- **Racist** - racial taunts, use of racial symbols, graffiti, gestures
- **Sexual** - unwanted physical contact, sexually abusive comments including homophobic comments and graffiti
- **Verbal** - name-calling, insulting, teasing
- **Cyber-bullying** is bullying online and any form of anti-social behavior over the internet or via a mobile device. It is an attack or abuse, using technology which is intended to cause harm, distress or personal loss

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

For more information on how to respond to cyber-bullying and how students can keep themselves safe, please refer to the ChildNet International and Beatbullying links under 'further resources'.

Forums and tools used can often vary and include a range of electronic devices often linked to forums or chatrooms. The tool may be a computer or laptop, a mobile phone, a camera, recording device, a tablet or games console or simply email or mobile text messaging. Typically cyberbullies may use social networking sites and other interactive forums to target an individual or group. There are various types of cyberbullying: -

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged
- **Denigration:** Putting unpleasant or malicious online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos
- **Trickery:** Tricking someone into revealing personal information then sharing it with others
- **Impersonation:** Pretending to be someone else when sending or posting unpleasant, malicious or false messages online
- **Harassment:** Repeatedly sending malicious messages to someone online
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm. The school has a separate policy related to e-safety/Acceptable Use addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. Our 'Policy for the use of ICT systems' is in all student planners (displayed prominently in all ICT classrooms) and is explained and discussed with students in assemblies, PSHE classes and IT classes

Research shows that bullying is more complicated than a 'victim' and a 'bully'. Beaconsfield High recognises that bullying as a group behavior involves several different 'roles' besides the 'target' and 'ringleader'. Students involved in bullying as a group behavior may be 'reinforcers', 'assistants', 'the defenders' and 'outsiders'. This clip helps explain the different roles [Anti-bullying Alliance: Understanding bullying as a group behaviour](#)



3. WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. Everybody has the right to be treated with respect. Students who feel they have experienced such negative behavior need to feel safe, secure and confident enough to inform someone; they need to be aware of how to report and respond to bullying. Students who are bullying others need to learn different ways of behaving and may themselves need help and guidance in this area. Most importantly, they need to understand and recognise that bullying is not acceptable in any context. The school has a responsibility to respond promptly and effectively to issues of bullying. Our Communications Guidance is sent out to all parents/carers. In it, it states that: 'inappropriate use of social media outside of school need to be discussed between parents/carers and not in the first instance with the school. The reason for this is that the school cannot monitor social media outside of school hours'. The guidance "[Preventing and tackling bullying Advice for headteachers, staff and governing bodies](#)" 2017 states "head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed".

4. SIGNS AND SYMPTOMS

A student may indicate by signs or behavior that they are being bullied. Adults should be aware of possible signs that could indicate a reaction to bullying (non-exhaustive list):

- frightened of walking to or from school
- does not want to go on the school / public bus
- asks to be driven to school
- change in usual routine

- unwilling to go to school
- begins to truant
- difficulty sleeping or frequent nightmares
- feels ill in the morning – headaches, stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens running away, self-harm or suicide
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- continually loses money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- sudden loss of friends or avoidance of social situations
- bullying other children or siblings
- changes in eating habits – skipping meals, binge eating or coming home hungry because they have not eaten lunch
- frightened to say what is wrong
- gives improbable excuses for any of the above
- loss of interest in activities they used to enjoy
- afraid to use the internet or mobile phone
- nervous or jumpy when a message on social media/text is received

In-school behavior signs (non-exhaustive list):

- finds it difficult to join a group during class work and discussion
- reluctant to answer questions in class or approach staff for academic help
- signs or spoken language which imply an unusual lack of self-esteem
- disengagement during tutor activities
- isolated or alone at lunch or break time
- standard of work declines
- unusual lack of care or engagement in class work and homework

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and if it is felt appropriate, should be investigated.

5. ROLES AND RESPONSIBILITIES

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behavior policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. In addition, Beaconsfield High School has developed this anti-bullying policy, a copy of which is available on the school website for parents/carers, staff and students to access as and when they wish. During school hours, including while students are taking part in school visits and after school clubs, the school has a direct responsibility to ensure children feel safe and secure.

Schools have the legal power to make sure students behave outside of the school premises. This includes bullying that happens anywhere off the school premises, for example on public transport or in nearby public communal areas. If seen as appropriate, the Headteacher or staff can choose to report bullying to the police or local council.

The Governing Body will:

- establish in consultation with the Headteacher, staff and parents/carers the anti-bullying policy and keep it under review
- ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear
- monitor incidents of bullying that occur
- require the headteacher to keep accurate records of all incidents of bullying, and report to the governors on request about the effectiveness of the school's anti-bullying strategies
- support the school in striving to ensure a zero-tolerance policy towards all forms of bullying

The Headteacher will:

- be responsible for the implementation and day-to-day management of the policy and procedures;
- ensure all stakeholders are aware of the policy and that they know how to identify and deal with incidents of bullying
- report to the governing body about the effectiveness of the anti-bullying policy on request
- ensure that all children know that bullying is wrong, and that it is unacceptable behavior in school
- ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying
- set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behavior

Staff, including teachers, support staff and volunteers, will:

- be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied
- advise the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for taking shared responsibility in highlighting and reporting incidences of bullying and implementing the agreed policy and procedures consistently
- do all that they can to eradicate bullying
- attend training that equips them to identify bullying and to follow school policy and procedures about behaviour management
- use a range of methods to help prevent bullying and to establish a positive climate of trust and respect for all
- keep a vigilant watch on suspected 'bullies' - any incidents will be handled carefully
- do all they can to support a child who is being bullied

Incidents of staff bullying

- Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal

action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff, students or parents/carers (for example, via social media)

- In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary

Parents/carers will:

- support the school by not accepting any form of bullying behaviour and by reporting any bullying incidents that they are aware of
- be encouraged to work in partnership with the school to assist it in maintaining the policy and will have the opportunity to raise any issues arising from the operation of the policy by contacting the headteacher or a governor
- encourage their child to be a positive member of the school community by following the Four Respects as outlined in the student planner and signed online as part of the home-school partnership agreement

Students will:

- be encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep letting people know
- be expected to tell somebody if they see someone else being bullied
- be made fully aware of the school policy, procedures and expectations
- be encouraged to participate fully in activities that raise their awareness about bullying, in order that they clearly understand what to do if they, or another child, are being bullied

Students are asked to sign our home-school partnership agreement online annually.

6. PROCEDURES AND SUPPORT SYSTEMS IN THE SCHOOL

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately. If a student feels they have been bullied they should be encouraged to speak to their form tutor, Head of Learning, Well-being Mentor, Student Welfare, or any other responsible adult in the school. Students can email safeguarding@beaconsfieldhigh.bucks.sch.uk. Staff suspecting an incident of bullying should reassure the young person that their concerns are being taken seriously and will be investigated. Avoid labelling students as 'a bully' and 'a victim' – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation. And contact the relevant Head of Learning as soon as possible with details of the incident. Any investigations relating to bullying will initially be investigated by the Head of Learning who may then consult with the Pastoral Lead and /or the Safeguarding Lead (DSL). Anyone who has experienced bullying will be consulted before a course of action is decided. All people involved will be consulted and parents/carers will be informed.

All bullying behaviour or threats of bullying are investigated. No two cases are the same, which can make consistency of response difficult. It is widely accepted that whilst punishment of the bully may be deemed necessary, they will also be given support and advice on how to behave in a more positive manner towards their peers.

Heads of Learning will follow the procedures detailed below when investigating incidents of bullying:

- a) HOL/ Pastoral Lead will make decision to open an investigation
- b) HOL/ Pastoral Lead will endeavor to inform parents/ carers that an investigation is opening. This is a courtesy call at most and may not always be possible or appropriate
- c) A 'BHS Incident Form' will be completed by all involved in any incident of bullying. This may include any party involved or any witnesses. The Head of Learning will review the information provided/ written and decide on a course of action
- d) If deemed necessary, HOL/ Pastoral Lead will complete a 'serious incident form'
- e) Parents /carers will be informed of outcome/ sanction/ action. NB. We do not discuss other peoples' children with other parents/ carers
- f) Anyone involved in negative behaviour of this nature will be supported so that the 'target' gets the support they need, and a course of action will be explored to help the bully or bullies make better decisions when mixing with their peers. The Head of Learning is responsible for identifying the intervention needed; a suitable person such as the HOL, Pastoral Lead or Well-being Mentor may be consulted and used for mediation to help build bridges between students if considered appropriate.
- g) The incident of bullying will be recorded on the on the anti-bullying log. Where appropriate, copies of correspondence and statements will be placed on file.

7. ACTIONS AND SANCTIONS

Actions and sanctions/consequences follow a tiered approach dependent on the nature of each incident and in line with the school Behaviour for Learning Policy. Heads of Learning will tailor these sanctions and actions as appropriate to a particular case. (See Appendix 1 – procedures for dealing with an incident of bullying).

Students who have engaged in behaviour that is considered to be of a bullying nature may be asked to sign a contract which, if broken, will lead to further and more severe sanctions being administered.

The aim of anti-bullying support is to reconcile students and raise their awareness of positive and friendly behaviour as well as support those whom have been made to feel upset. There will always be a follow up with those involved to monitor their change in attitudes.

8. Strategies to reduce bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's Behaviour for Learning Policy and the Four Respects, which require all students to respect the rights of others
- the reinforcement of the clear message that bullying has no place at Beaconsfield High School
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all social areas at lunch times and breaks
- providing information to all parents/carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- the celebration of all students' backgrounds and cultures through assemblies and EDI events as well as through our taught curriculum

- during assemblies and PSHE learning sessions discuss and explore bullying issues
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet), to deliver advice on how to avoid and respond to cyberbullying of any type
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the DSL daily
- effective recording systems; any proven bullying incidents are logged
- work with multi-agency teams including police and children's services as appropriate
- access to the School Counsellor available by appointment via the Heads of Learning
- contact the parents/carers of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

9. MONITORING

The implementation and effectiveness of this policy will be monitored by the Headteacher or her representative who will provide the relevant governors' committee with regular feedback.

Appendix 1 - Procedures for dealing with an incident of bullying

Step One	<p>Reporting/ Telling</p> <p>Student or parent/ carer report unacceptable behavior to tutor, teacher, HOL, SLT, Student Welfare.</p> <p>The reported incident will be passed on to the relevant Head of Learning.</p>
Step Two	<p>Investigation: by Head of Learning</p> <p>HOL may call home to inform of investigation. HOL will investigate the incident. An investigation will involve talking to the student(s) making the report and asking for a written statement on a student incident form. The statement should include names and dates and times and specifics of the incident. Statements will be collected from all other students involved in any way with the incident; this will include alleged perpetrator and witnesses.</p> <p>The HOL will reassure them that their concern is being taken seriously.</p> <p>Investigation proceeds with possible contact with home.</p> <p>Allegations will be handled sensitively and in a timely manner, always remembering that teachers need to be in classrooms for their timetabled lessons.</p>
Step Three	<p>Action, sanctions and support</p> <p>As deemed appropriate, these will be based on both in-school support systems, outside agency support and sanctions laid out in the school’s Behavior for Learning policy. Staff will be informed and advised as appropriate.</p> <p>The student demonstrating the negative behavior: Remind them of the consequences of their behavior. Actions, sanctions and support include:</p> <ul style="list-style-type: none"> • Informing parents/carers • Detention • Internal suspension/ external suspension • Restorative justice meetings • Referral to School counsellor • Use of external agencies including the Police • suspension • Permanent exclusion from school <p>The student who has been the subject of negative behavior: Provide feedback: tell them what has taken place to support them, so they know you have done something. Action and support include:</p> <ul style="list-style-type: none"> • Informing parents/carers • Referral to Well-being Mentor/ School counsellor • Signposting to other services • Informing police or other outside agencies

[Serious Incident Misbehavior Process.docx](#)

Appendix 2- Source of information and support

NAME OF ORGANISATION	CONTACT
Advisory Centre for Education (ACE) - registered charity independent of central or local government giving free advice and support to parents/carers of children in State schools	http://www.ace-ed.org.uk/advice-about-education-for-parents/carers/tackling-bullying?57eca35e-e777-40da-ae35-6ddf5f75583b Tel: 0300 0115 142
KIDSCAPE Parents/carers Helpline (Mon-Fri, 10-4) - provides free literature for parents/carers, victims and schools	www.kidscape.org.uk Tel: 0845 1 205 204
Bullying UK – offering advice and support	www.bullying.co.uk Tel: 0808 800 2222
Get Connected - free confidential helpline for young people that will help them get in touch with the right people to help them	www.getconnected.org.uk Tel: 0808 808 4994
The Samaritans - the helpline is freely available to all age groups	Tel: 020 7734 2800 or 0345909090 www.samaritans.org
ChildLine	0800 11 11 www.childline.org.uk
Youth Access – for young people’s information advice and counselling	www.youthaccess.org.uk Tel: 020 8772 9900
Children’s Legal Centre - promoting children's rights in the UK and worldwide and providing free legal information, advice and representation to children, young people, their families, carers and professionals, as well as training and consultancy on child law and children’s rights.	http://www.childrenslegalcentre.com/ 0845 345 4345
Anti-bullying alliance	www.anti-bullyingalliance.org.uk/
Educational Action Challenging Homophobia	www.each.education/
Young Stonewall - supporting and empowering young lesbian, gay, bi and trans people to live their lives free from discrimination and fulfill their potential	www.youngstonewall.org.uk/
NSPCC	www.nspcc.org.uk/
Beyond bullying - an online information service for young people, parents/carers and professionals seeking guidance on bullying	www.beyondbullying.com/
ChildNet	http://childnet-int.org/
Thinkuknow – part of the Child Exploitation and Online Protection Centre (CEOP), providing advice and guidance about online activity	www.thinkuknow.co.uk/
Childnet International - non-profit organisation working with others to help make the internet a great and safe place for children.	www.childnet-int.org/

Young Minds – charity committed to improving the emotional wellbeing and mental health of children and young people	www.youngminds.org.uk/ Parent helpline - 0808 802 5544
Family Lives – parenting and family support	www.familylives.org.uk/ 0808 800 2222

Appendix 3- STOP Poster



S.T.O.P

SEVERAL TIMES ON PURPOSE

WHAT TO DO?

Report it immediately, so that staff are able to fully investigate it, and speak to a trusted adult such as a parent/carer. If you witness someone being bullied please report this to a trusted member of staff immediately.

WHO CAN HELP IN SCHOOL?

Form Tutor, Head of Year, Student Welfare, Safeguarding team.

WHAT WILL HAPPEN TO THE BULLY?

We will implement the behaviour policy, provide support for the victim, and help educate the instigator to prevent repeat offences.

I AM WORRIED THAT IF I REPORT THE BULLYING IT WILL GET WORSE

If you have reported the incident and the student has been spoken to by staff but continues to behave in the same way, the behaviour policy will be escalated further.

WHAT SIGNS DO I LOOK FOR?

Has a friend become withdrawn? Coming to school less? Seems upset or scared? If you notice any changes please do report to a trusted member of staff.