ST JOHN'S BEAUMONT

Anti-Bullying Policy

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

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Head Master	Deputy Master	Proprietor
Mr Andrew De Silva	Mrs Sian Dawson	Dr Stephen Spurr

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INTRODUCTION: PURPOSE & PRINCIPLES OF THE POLICY

St John's Beaumont seeks to create an environment where every pupil is respected, welcomed and valued, and where bullying is not tolerated according to the values of the school.

From its roots and traditions as a Jesuit school, St John's Beaumont aims to provide an education that lasts (Aeterna Non-Caduca), securing children's futures by developing the whole child (Cura Personalis) and preparing them to flourish in senior school and beyond by being greater; for others (Magis).

Central to our strategy is the development of trusting pupil-teacher relationships, which is fundamentally based upon a culture of listening. Through assemblies, tutor time, our school-wide Personal, Social, Health and Economic Education (PSHE) programme and Magis programme pupils are taught their rights and responsibilities and know how to seek help if these rights are infringed.

Teachers receive regular training in how to recognise, address and report bullying issues. The use of the CPOMS database supports this process and ensures that all such incidents are appropriately recorded. The school leadership team looks for patterns of behaviour and seeks to provide contextual safeguarding solutions to perceived issues.

LEGAL FRAMEWORK

The legal framework that has informed this policy:

a) The Independent School Standards Regulations (ISSRs 2014, part 3, para. 10),

b) National Minimum Standards for Boarding (NMS 2022, Standard 16),

c) Advice for parents and carers on cyberbullying (DfE, Nov 2014),

d) Cyberbullying: Advice for Head Masters and School Staff (DfE, Nov 2014),

e) Preventing and Tackling Bullying: Advice for Head Masters, Staff and Governing Bodies (DfE Jul 2017)

f) Keeping Children Safe in Education (KCSIE September 2025)

g) Equality Act 2010, and the Public Sector Equality Duty

This policy applies to:

a) All activities undertaken by the school inclusive of boarding and those outside of usual school hours and away from the school site;

b) All who work, volunteer or supply services to the school - that is all staff (teaching and support staff), pupils on placement, the Proprietor, and volunteers working in the school.

St John's Beaumont ensures full compliance with all statutory requirements relating to anti-bullying practice in independent schools. In accordance with the Independent School Standards Regulations

(ISSRs), Part 3, paragraph 10, the school ensures that bullying is prevented, in so far as is reasonably practicable, through the drawing up and effective implementation of a whole-school anti-bullying strategy.

The policy aligns with the Department for Education's statutory guidance Preventing and Tackling Bullying (2017), including guidance on prevention, identification, intervention, support for vulnerable pupils, cyberbullying, and the school's responsibilities to respond to bullying that occurs outside the school premises. This includes outlining staff powers to address such behaviour and ensuring that pupils know how to report concerns arising beyond the school site.

For boarding pupils, this policy fully reflects the National Minimum Standards for Boarding Schools (2022), in particular Standard 16: Preventing Bullying, ensuring that boarding staff are trained, vigilant, and proactive in creating a safe residential environment and that boarders have accessible, confidential, and culturally sensitive routes to report bullying or concerns.

The school recognises its duties under the Equality Act 2010, including responsibilities relating to protected characteristics, and therefore takes active steps to prevent bullying and harassment connected to any protected or vulnerable group. The school also embeds the requirements of Keeping Children Safe in Education (KCSIE 2025) to ensure all bullying concerns are understood within a safeguarding framework.

St John's Beaumont ensures that all bullying records, including those containing personal information, are managed in compliance with the UK GDPR and Data Protection Act 2018, ensuring that safeguarding data is recorded, stored, and shared appropriately on CPOMS in line with statutory expectations.

RELATED DOCUMENTS

(on the school website, or by request from the School Office):

- Behaviour & Discipline Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy (inc. IT Acceptable Use Policy)
- Personal, Social, Health, Economic Education (PSHE) & Relationships & Sex Education (RSE) Policy
- Staff Behaviour Policy
- Pupil Handbooks

AIMS AND OBJECTIVES

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the school.

Bullying is defined as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-bullying Alliance). A single incident of bullying can have precisely the same impact as persistent behaviour over time.

PREJUDICE-BASED BULLYING

Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups. For example, this may include cyber-bullying and prejudice-based bullying on the grounds of protected characteristics (as defined in the Equality Act 2010). The protected characteristics are:

Age	Marriage or civil partnership	Religion or belief
Disability	Pregnancy and maternity	Sex
Gender reassignment	Race	Sexual orientation

Although prejudice-based bullying includes these protected characteristics, prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. In addition to this list covered by the Equality Act 2010, there are additional characteristics that may lead to bullying that are not covered by the Act, for example:

- Additional Support Needs
- Asylum seekers and refugees
- Body image and physical appearance
- Gypsy/Travellers
- Care-experienced children and young people
- Young carers
- Socio-economic prejudice

Bullying in any form will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Bullying (and cyber-bullying) is included in the term 'child-on-child abuse'.

TELLING & LISTENING

St John's Beaumont is a TELLING and listening school. This means the school not only listens to the concerns of pupils but also that anyone who knows that bullying is happening is expected to tell a member of staff.

As a TELLING and listening school, we are all responsible as individuals, both pupils and staff for listening to and reporting any bullying we know about or see to ensure that everyone in our school community is safe. All pupils are encouraged to report incidents so that even if the victim is too frightened to say anything the bully will know they cannot get away with bullying behaviour because someone will tell.

ROLES AND RESPONSIBILITIES

PROPRIETOR

a) to ensure the Leadership Team have robust policies and procedures in place to deal effectively with all allegations of bullying

b) to ensure the keeping of accurate records of all incidents of bullying and report to the Proprietor on request about the effectiveness of the School anti-bullying strategies

c) to be aware of national legislation related to children and young people in the UK

d) to be trained in Safeguarding to a level which allows effective oversight of the school's policies and procedures.

DESIGNATED MEMBER OF STAFF RESPONSIBLE FOR ANTI-BULLYING

The Member of Staff with overall responsibility for Anti-bullying in the whole school is the Designated Safeguarding Lead (DSL), Sian Dawson, with oversight of Behaviour Management being taken by each Head of School/Boarding.

The responsibility for anti-bullying is delegated in each part of the School as follows:

EYFS & KS1: Mrs Powell-Harper – Head of Pre-Prep & Deputy DSL

Years 3-8: Mrs Robyn Reid – Deputy Head Pastoral & DSL

Boarding: Mr Shaun Hutchinson-Lawson – Head of Boarding & Deputy DSL

HEAD MASTER, DEPUTY MASTER PASTORAL, ASSISTANT HEAD PASTORAL, HEAD OF PRE-PREP & HEAD OF BOARDING

a) Promote positive respectful relationships, equality, diversity and children's rights;

b) Ensure that the Anti-bullying policy is implemented as part of a whole school approach to anti-bullying;

c) Provide training and professional development for all staff at the School;

d) Engage with relevant external agencies e.g. NSPCC;

e) Ensure bullying is a standard agenda item at all Safeguarding Team meetings;

f) Annually audit the Bullying Incidents Log;

g) Ensure all staff respond, promptly and appropriately to all alleged incidents of bullying according to School guidelines;

h) Ensure pupils, parents and staff are provided with the information on how to raise a concern and how to report bullying;

i) Ensure regular and rigorous monitoring of CPOMS. Consider behaviour trends and environments in which bullying might occur;

j) Be trained in Safeguarding to a level which allows for robust implementation and effective oversight of all policies and procedures relating to child-on-child abuse and anti-bullying;

k) Ensure that there are positive strategies and procedures in place to help both the bullied and those involved in bullying behaviour;

l) Ensure that any allegations of bullying are appropriately dealt with, in a timely manner;

m) Determine how best to involve parents in the resolution of individual problems;

n) Ensure detailed records are logged on CPOMS to see patterns and to evaluate the effectiveness of approaches adopted to deal with bullying (see Appendix 4);

o) Follow up proven cases to check that bullying has not returned;

p) Bring in specialised help when required;

q) Where an alleged incident meets or appears to meet, the threshold for significant harm, then the Safeguarding and Child Protection Policy will apply and be invoked.

OTHER ROLES AND RESPONSIBILITIES

The school encourages positive behaviour through a whole school approach that includes:

a) Proactively raising awareness of the nature of bullying through inclusion in class teacher / tutor time, assemblies (collective worship) and lessons in appropriate subject areas, in an attempt to eradicate such behaviour.

b) Staff, whether on duty or not should be vigilant at all times.

c) As a TELLING school all pupils are encouraged to speak out when they witness or are party to bullying behaviour, by speaking to any staff member.

d) All sanctions will be within the parameters of the Behaviour Conduct & Discipline Policy

e) An anti-bullying inset is held at least every three years to ensure staff are kept up to date with the latest trends and methods to address bullying.

f) Annual focus on anti-bullying strategy in Anti-Bullying Week (normally November).

Furthermore, all staff should:

g) Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of pupils and staff

h) Promote the wellbeing and ensure the safeguarding of pupils in school

i) Behave with respect and fairness to all pupils

j) Observe and implement the school's Anti-Bullying Policy

k) Model positive attitudes and relationships in line with guidance in the Staff Behaviour Policy

l) Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling excellent behaviour and the values expected of staff

WHAT IS BULLYING?

DEFINITION

Bullying is defined as: 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'. It can hurt the target physically or emotionally and is often motivated by prejudice against particular groups and protected characteristics, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences.

Bullying often involves an imbalance of power (e.g. size, intellect, number) leaving someone feeling helpless to prevent or stop the behaviour. It can lead to feelings of distress, fear, isolation, loneliness and a lack of confidence in those who are at the receiving end.

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period during their school career. If our staff feel that a criminal offence may have been committed, we will seek assistance from the police.

Bullying may involve complicity that falls short of direct participation, such as the manipulation of a third party to tease or torment someone.

It may be overt and intimidating but is often hidden and subtle. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority.

TYPES OF BULLYING

Bullying can be:

a) Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

b) Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapons (or any object which could be used as a weapon), intimidation through physical gestures and actions.

c) Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, app's, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.

d) Racist - Racist bullying can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. This is an area where schools are required to keep statistics about incidents.

e) Cultural – focusing on and/or playing off perceived cultural or other similar differences.

f) Sexist – sexism is a behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'. Sexist bullying covers a wide range of behaviour from name calling to physical sexual assault.

g) Sexual - such as sexual comments, remarks, jokes, unwanted or inappropriate physical contact or sexual innuendo, online sexual harassment and sexual assault.

h) Homophobic - This is bullying directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are more reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.

i) Transphobic: discriminatory behaviour towards someone because they are or are perceived to be 'transgender' (a person who believes their true gender is different to that given to them at birth). Young transgender people are often bullied by people who think 'boys should act like boys' and 'girls should act like girls'. Sometimes people are bullied because they have a transgender friend or family member.

j) Perceived Status – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.

k) Religious – Attacking faith, belief, religious practice or custom.

l) Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).

m) Verbal - name-calling, sarcasm, spreading rumours, making nasty comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

n) Written – spreading rumours, writing, printing unkind or malicious articles or comments on paper or excluding someone from social groups.

HOW DOES BULLYING OCCUR?

a) Bullying can take place between pupil and pupil; staff and staff; and staff and pupil.

b) We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher.

c) It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, toilets or any other part of the school.

d) A common code of behaviour is expected from everyone at St John's Beaumont according to the School ethos and Behaviour & Discipline Policy.

e) All staff and volunteers at St John's Beaumont are expected to treat each other with a professional level of respect in accordance with the above.

ROLES IN BULLYING BEHAVIOUR

The traditional view is that there is a clear 'Bully' role and a 'Victim' role. However, roles are continuously shifting from minute to minute in school. A person can be a 'ringleader' at a given time then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic (see Appendix 1)

- The reinforcer supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

- The defender stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.
- The ringleader initiates and leads the bullying.
- The assistant is actively involved in 'doing' the bullying, but does not lead it.
- The target is the person at whom the bullying is aimed.
- The outsider ignores or doesn't see the bullying and doesn't want to get involved.

Staff and leaders at St John's aim to understand power imbalance involved in bullying behaviour and work differently with the 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour. The safety of the 'victim' is paramount at all times.

The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders and self-harm, and can even lead to suicide.

ZERO TOLERANCE APPROACH

St John's Beaumont stands against any form of discriminatory act and has a zero-tolerance approach to bullying in all its forms, including child-on-child abuse (including sexual harassment and sexual violence).

The school will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

Please refer to our Behaviour Conduct & Discipline Policy for more details on how such matters will be addressed by each section of the school.

We recognise that our approach to anti-bullying should reflect the makeup of our school, including making additional arrangements for those who are in the boarding programme, as they may experience bullying in a different way to day pupils due to them being resident on campus during evening and weekends.

IF YOU ARE A VICTIM OF BULLYING

Do Not Fight Back! It can be hard, and some may tell you to fight back, but it's never the answer. If you give in to a bully and fight back, you may get into trouble instead of the bully! Don't bully a bully, because in the end you may become a bully yourself.

If you feel able to, confront the bully. You can do this by verbally making them aware that you think that what they are doing is wrong. Practice with a friend, an adult, or with yourself in a mirror on things you can say. Practice saying it in a firm and direct way with confidence in your voice. Believing

in yourself and telling others what you think can earn you respect and encourage others to stand up for themselves as well.

Share your feelings with someone else. If you would rather not go straight to a member of staff, talk to your friends or any trusted adult. We often fear telling someone because we don't want to look weak or feel embarrassed. It may be scary at first, but an adult can help stop the bullying and make things better. If the person gets into trouble, that's a problem they will have to deal with as a result of bullying, it is their responsibility, not yours!

Do not blame yourself – it is not your fault. No one deserves to be bullied - EVER! No matter what is going on in your life, being bullied is not your fault. Either try to stop it with the above tips or with the help of an adult. Don't ignore the problem and hope it will go away. Bullies bully because they can. Make it so they can't.

There are also people outside the school who would be willing to help:

a) Childline: 0800 1111

b) The Independent Listener

c) The Children's Commissioner, Help at Hand hotline: 0800 528 0731

d) NSPCC Helpline: 0808 800 5000

e) Direct Gov - www.gov.uk/bullying-at-school

f) EACH (Educational Action Challenging Homophobia): 0808 1000 143

g) The Child Exploitation and Online Protection Centre (CEOP) - www.thinkuknow.co.uk

EYFS

Even the youngest children are encouraged to behave towards each other with compassion and consideration. They have to learn to look after their own possessions and to respect other's possessions. St John's expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

The Head of the Pre-Prep is in day-to-day charge of the management of the behaviour in the department. Staff explain to children why some forms of behaviour are unacceptable and hurtful to others.

The School rarely need to impose sanctions but sometimes we may remove a reward for hurtful behaviour. Very occasionally a child may be sent to see the Head of Pre-Prep who will explain the inappropriateness of a particular action, but such instances are rare.

If hurtful or inappropriate behaviour continues then the parents of the child involved will be invited in to discuss the situation with their child's teacher and the Head of the Pre-Prep and to agree how best to handle the difficulty.

Parents of EYFS children are made aware of our Complaints Procedure (which is published on our website) if they feel that any concerns are not being addressed properly. Parents of EYFS children should also be made aware that they have the right to refer a complaint directly to the ISI if they are unhappy with the way which their complaint has been handled.

BOARDERS

St John's has a significant boarding community comprised of a mixture of local pupils and those from overseas. The school recognises that in the boarding context, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often. Boarding staff are particularly aware that this is the case and make themselves available for pupils to be able to share their concerns. There are also mechanisms for boarders to log complaints, including bullying concerns.

Boarders are often from different cultural or linguistic backgrounds. Any bullying, or any kind of discrimination on these grounds, or on the basis of sporting or academic ability or of special educational needs will not be tolerated.

WITNESSING BULLYING BEHAVIOUR

WHAT TO DO

Support the victim of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong.

Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself. Accompany the victim to a trusted adult.

Remember, St John's Beaumont is a TELLING SCHOOL which means that anyone who knows that bullying is happening is expected to tell a member of staff.

SIGNS OF BULLYING

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by many pupils at some period during their school life.

All staff must be alert to the signs of bullying. These may include:

a) Unwillingness to return to school
b) Displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet
c) Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
d) Books, bags and other belongings suddenly going missing, or are damaged

e) A change in established habits (e.g. giving up extra-curricular activities, a change to their accent or vocabulary)
f) Psychological affects and diminished levels of self-confidence
g) Feigning illness, with frequent visits to the Health Centre with symptoms such as stomach pains, headaches and so on
h) Unexplained cuts and bruises
i) Frequent absences, erratic attendance and late arrivals to class
j) Nervousness or being jumpy when an electronic message is received
k) Asking for extra pocket money or starts stealing money (to pay bully)
l) Choosing the company of adults
m) Displaying repressed body language and poor eye contact, difficulty in sleeping, experiencing nightmares
n) Verbal taunts
o) Pupils sitting on their own and pupils left out of activity groups during lessons or play activities
p) Talking of self-harm, suicide or running away
q) Diminished levels of hygiene or self-care
r) Increased risk of depression and anxiety, including worry, fear, and sadness
s) Emotional dysregulation, and emotional ups and downs
t) Lower academic achievement, reduced participation and disengagement from learning
u) Missing or avoiding certain lessons or activities due to fear
v) Higher likelihood of retaliatory behaviour or frustration responses
w) Self-soothing behaviours

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and staff. Pupils must be encouraged to report bullying in school. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

IMPLEMENTATION

STEP TO BE TAKEN

At St John's Beaumont the following steps may be taken when dealing with incidents:

a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
b) A clear account of the incident must be recorded and given to the appropriate Administrator and/or Designated or Deputy Designated Safeguarding Leads (DSL or DDSL)
c) A written record of the incident must be made and if appropriate all concerned parties will be interviewed (see Appendix 2 for pro-forma)
d) Teachers will be kept informed

e) Parents will be kept informed
f) Corrective measures will be used appropriately and in consultation with all parties.

Please refer to Appendix 3 for the protocol for addressing issues of bullying.

At St John's Beaumont we implement disciplinary sanctions that reflect the seriousness of an incident and convey a preventive effect.

The school may exclude a pupil, temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the perpetrator does not result in the modification of behaviour to an acceptable level.

BULLYING OUTSIDE THE SCHOOL PREMISES

St John's Beaumont recognises its responsibilities under the Department for Education guidance Preventing and Tackling Bullying (2017), which requires schools to address bullying that occurs outside school premises, including on journeys to and from school, during off-site activities, online or in public spaces where pupil interactions occur. The school reserves the right to investigate and respond to such behaviour where it impacts a pupil's welfare, safety or ability to learn. Staff may apply sanctions, provide support or liaise with parents and external agencies as appropriate to safeguard those involved.

SUPPORT FOR VULNERABLE PUPILS (SEND, LOOKED-AFTER CHILDREN, YOUNG CARERS, MENTAL HEALTH NEEDS)

In line with DfE expectations for supporting vulnerable pupils, the school takes proactive measures to identify and support those who may be disproportionately affected by bullying. This includes:

a) Pupils with Special Educational Needs and Disabilities (SEND) – ensuring reasonable adjustments, tailored emotional support, and enhanced staff vigilance.
b) Looked-after and previously looked-after children – working closely with the Designated Teacher and external agencies to ensure protection, advocacy, and pastoral oversight.
c) Young carers – offering enhanced pastoral check-ins, flexibility, and signposting to supportive services.
d) Pupils experiencing mental health needs – ensuring early intervention, supportive relationships, and referrals to clinical or counselling services where appropriate.

The school recognises that these groups may face higher vulnerability and therefore ensures strengthened monitoring, safe-reporting mechanisms, and bespoke pastoral support.

DATA PROTECTION, GDPR AND CPOMS RECORDING

All bullying incidents are recorded on CPOMS in accordance with the UK GDPR and the Data Protection Act 2018. Records are stored securely, accessed only by authorised safeguarding personnel, and

retained in line with statutory retention schedules. Information is shared strictly on a need-to-know basis to safeguard pupils, and all digital systems used to record bullying concerns meet required standards for data security and confidentiality.

RESPONSE TO TARGETS OF BULLYING

Pupils who have been bullied will be supported by:

a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
b) Reassuring the pupil;
c) Offering continuous support;
d) Restoring self-esteem and confidence;
e) Discussing what happened;
f) Discovering how or why the pupil became involved;
g) Establishing the wrongdoing and need to change.

CONTACTING PARENTS & CARERS

Informing parents or guardians to help change the attitude of the pupil. Appropriate disciplinary steps may be taken according to age and circumstance, and in accordance with the school Behaviour Management Policy. Refer to the Behaviour Management Policy, available on the school website, for appropriate appendices.

ALLEGATIONS OF BULLYING & SAFEGUARDING RELATED ISSUES

SAFEGUARDING / CHILD PROTECTION CONCERNS

A bullying incident may be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

In such cases the school reports its concerns according to the Child Protection and Safeguarding Policy.

ALLEGATIONS AGAINST STAFF

Allegations of bullying pupils against members of staff will be reported to the Head Master immediately and investigated thoroughly, with support from the DSL and LADO as appropriate.

ALLEGATIONS AGAINST PUPILS

Members of staff to whom disclosures about bullying are made should report the matter directly and without delay to the Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the report should be made directly and without delay to a Deputy Designated Safeguarding Lead.

All disclosures, whether from a pupil, a parent, a member of staff or a volunteer will be taken seriously and treated in confidence and with sensitivity.

The victim(s) of the allegation should be made aware that their safety is of paramount importance in accordance with the school Safeguarding Policies

PREVENTING BULLYING

Prevention relates to activities that a school delivers in a planned and systematic way to reduce bullying. These are sometimes referred to as proactive strategies and occur in four main areas:

CLASSROOM

All staff contribute in creating an inclusive and supportive learning environment according to the Inclusion Policy. All pupils participate in Personal, Social, Health and Economic Education (PSHE) curriculum. Pupils are educated about positive relationships through the Relationships and Sex Education (RSE) curriculum. The School participates in and engages with external agencies and national anti-bullying events.

NON-CLASSROOM

Peer acceptance is a key factor in reducing bullying, particularly of those most vulnerable. We know that teachers can decrease the likelihood of children being bullied outside the classroom by facilitating peer acceptance strategies and building social opportunities.

St John's uses buddy strategies, social opportunities such as guided play to include socially isolated pupils; the Supervision Policy details how pupils are supervised to promote positive relationships and safe spaces.

The school recognises the potential for bullying to occur at specific times and locations and must therefore remain vigilant of these risks. If the school perceives there to be recognised areas of vulnerability, action will be taken to mitigate these risks. Examples of vulnerability might include:

- Change-over between lessons
- Break-times
- When pupils are in competitive situations
- Examination periods
- When using technology in indirectly monitored situations

- End of school day
- Arrival at school (early-morning activities)
- Incidents unreported or unrecorded by staff

PEER SUPPORT

Activities that contribute to the development of positive relationships in school, including supportive friendships. For example, there is power in creating more defenders in bullying situations where peers will stand up to people who might be bullying others. A culture of respect and inclusivity within the school will help to ensure that there is an environment where this type of response thrives.

Activities used include: buddy schemes peer listening, peer mentoring, peer mediating, bystander or defender training.

WHOLE SCHOOL

Pupils at St John's Beaumont are growing to be greater; for others by developing the characteristics of High Performance Learning. Difference and diversity are celebrated in all. The individual needs of specific pupils or groups are considered when preventing bullying. All staff contribute to creating an inclusive and supportive learning environment. Staff are trained in anti-bullying and given updates about how this relates to the St John's setting.

GOOD PRACTICE FOR STAFF

CLASSROOM MANAGEMENT

Teachers should be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Teachers' classroom management should link strongly to the school Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment.

The skills of self-discipline must be learnt early in life. All pupils should know that their teacher is the person to whom they can raise issues with that are affecting them. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship is and how to treat people with dignity and respect.

AROUND SCHOOL

Be continually aware, watchful and available; promoting good behaviour and encourage the care of others, including being proactive in responding to bullying on the basis of protected characteristics.

Ensure pupils are appropriately supervised.

Report all cases of bullying to the Designated Safeguarding Lead and/or Head of School, and if deemed necessary and appropriate, to external agencies such as the police/children's social care.

Within the curriculum, St John's Beaumont will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

It is incumbent upon the School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils.

Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. The handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully and the victim(s).

The School is alert to hazing, initiations and other ceremonies for our pupils, which may amount to bullying and/or child on child abuse. If the school becomes aware of any such instances, these will be dealt with under Child-on-Child Abuse Policy.

Bullying instances are reported and a written record is made so that patterns can be identified and to evaluate the effectiveness of the approach to anti-bullying the School has adopted. Our management of personal data is in line with statutory requirements.

PREVENTING HOSTILE ENVIRONMENT TOWARDS PROTECTED CHARACTERISTICS

The school is alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to embracing diversity and creating a positive, inclusive and equitable culture in which every pupil can feel valued and flourish. This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Examples of good practice include addressing issues of unconscious bias by the staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equity of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to pupils (hearing the pupils' voice). We regularly review our educational content to ensure that it is appropriate and where it raises controversial topics, these are dealt with sensitively and in context to the situation or period.

CYBER-BULLYING

DEFINITION

Cyber bullying is the use of IT, including mobile phones, deliberately to upset or intimidate someone else. Technology allows the user to target individuals, possibly anonymously or from an unknown location, 24 hours a day, 7 days a week.

Online bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. There are many types of cyber bullying including:

a) Text messages —that are threatening or cause discomfort;
b) Picture/video-clips via mobile phones - images sent to others to make the victim feel threatened or embarrassed;
c) Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible;
d) Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name;
e) Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based chatroom;
f) Instant messaging (IM) — unpleasant messages sent while children conduct real time conversations online using Instagram, TikTok, Snapchat, WhatsApp or other app;
g) Bullying via websites — use of defamatory blogs, vlogs, YouTube, personal websites and online personal "own web space."

PROCEDURES

St John's takes this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. In cases of cyberbullying will fall under the Anti-Bullying policy. Pupils are taught within class teacher/tutor time, ICT and PSHE & RSE lessons how to:

a) understand how to use these technologies safely and know about the risks and consequences of misusing them;
b) know what to do if they or someone they know are being online-bullied;
c) appreciate the upset, distress and unhappiness that cyber-bullying causes;
d) report any problems with online-bullying to teachers or parents.

IT ACCPETABLE USE POLICY

St John's Beaumont has an Online Safety Policy (inc. IT Acceptable Use Policy) for pupils that:

a) Includes clear statements about online communications, safety and behaviour;

b) uses a variety of security tools to ensure that the programs and websites most frequently used for cyber-bullying are unavailable on the school network;
c) provides information for parents on: internet safety; expectations around ICT use; what to do if problems arise, details of teaching of online safety in the curriculum.
d) gives support for parents and pupils if online-bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence
e) provides a clear disciplinary framework for dealing with any behavioural issues.

1.1 Response to Cyberbullying and Advice to Targets of Cyberbullying

Once the person responsible for cyber bullying has been identified, the school will take steps to change their attitude and behaviour as well as ensuring access to any support that is needed. Advice to pupils (whether at school or elsewhere) who are victims of cyber bullying:

a) Remember, bullying is never your fault. It can be stopped and it can usually be traced;
b) Don't ignore the bullying. Tell someone you trust, such as a teacher or parent;
c) Try to keep calm. Don't retaliate or return the message; if you show that you are angry, it will only make the person bullying you more likely to continue;
d) Don't give out your personal details online – don't share information about where you live, the school you go to, your email address etc. Your friends already know this;
e) Keep and save any bullying emails, text messages or images. Then these can be used as evidence;
f) If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender. Take screen shots.

RECORDING OF INCIDENTS; MONITOR AND REVIEW

A written record of all incidents of bullying will be made, so that patterns may be identified.

We distinguish in our written records for incidents of bullying which are based on protected characteristics. This enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the wellbeing of our pupils. All reported cases of bullying will be recorded on CPOMs including cyberbullying. Monitoring and review will be undertaken by the Heads of School / Head of Boarding for the time that the child remains at St John's (see Appendix 5)

A regular school survey will anonymously record the pupils' views on bullying within the school. The school will undertake an audit of 'hot spots' in the school, the grounds and any off-site facilities to identify areas and times where children feel vulnerable or at risk.

The school will regularly evaluate and update their approach to take account of developments in technology, for instance updating "acceptable use" policies for computers

The annual Anti-bullying Week in November provides an ideal time to focus on the issue of bullying in schools. Pastoral leaders will work with staff and groups of pupils to identify ways in which the

school's anti-bullying strategy can be refined and suggest. The Anti-bullying policy will be reviewed and amended annually in December in the light of this work.

MONITORING, REVIEW AND CONTINUOUS IMPROVEMENT

To ensure the anti-bullying strategy remains effective and aligned with statutory guidance, St John's Beaumont conducts the following scheduled monitoring and review processes:

a) Termly Safeguarding and Pastoral Report to the Proprietor (including the Advisory Board), analysing patterns of behaviour, bullying trends and interventions.
b) Termly STEER Tracking Surveys and Pupil Wellbeing Surveys to identify vulnerability, changes in emotional risk, and early indicators of bullying.
c) Weekly Character Committee Pupil Voice Meetings, which acts as a pupil group that has responsibility for gathering and feeding back pupil perspectives on bullying, peer relationships and safety.
d) Annual Review of Online Filtering and Monitoring Systems by the Proprietor to ensure evolving risks (including cyberbullying) are mitigated effectively.
e) Annual Safeguarding Audit by the Proprietor, including scrutiny of bullying records, staff training, response quality, and boarding-specific considerations aligned with National Minimum Standards for Boarding (Standard 16).

STAFF TRAINING

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.

Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with protected characteristics age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief.

APPENDIX I

The traditional view

ANTI-BULLYING ALLIANCE

In order to prevent and tackle bullying it is vital to understand the roles involved. The traditional view is that there is a clear 'Bully' role and a 'Victim' role.

The key roles involved in bullying

ANTI-BULLYING ALLIANCE

When dealing with bullying incidents with the children and young people you work with, can you see these roles?

Key point to remember: Roles are continuously shifting from minute to minute in school, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at a given time then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

APPENDIX II - INCIDENT OF BULLYING REPORT FORM

<table>
<tr><td>Date of Incident:</td><td>Time of Incident:</td><td>Place of Incident:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Reported by:</td><td>Reported to:</td><td>Investigated by:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Alleged Incident</td><td>Protected Characteristics / Additional Characteristics</td></tr>
<tr><td>Name of pupil experiencing alleged bullying/discriminatory behaviour:</td><td rowspan="2"></td><td rowspan="2">Age
Disability
Gender reassignment Marriage or civil partnership
Pregnancy and maternity Race
Religion or belief
Sex
Sexual orientation
Additional Support Needs Asylum seekers and refugees
Body image and physical appearance
Gypsy/Travellers
Care-experienced children and young people Young carers
Socio-economic prejudice</td></tr>
<tr><td>Name of pupil displaying alleged bullying/discriminatory behaviour:</td></tr>
<tr><td colspan="3">Type of Bullying</td></tr>
<tr><td>Verbal
name-calling
taunting
mocking
making offensive comments
other</td><td>Physical
kicking
hitting
pushing
taking belongings
other</td><td>Cyberbullying
inappropriate text messaging and emailing
sending offensive or degrading images by phone or via the internet
other</td></tr>
<tr><td>Intimidation
producing offensive graffiti
exploitation
other</td><td>Exclusion
gossiping
excluding people from groups
other</td><td>Incitement
spreading hurtful and untruthful rumours
encouraging others to behave in a bullying way
other</td></tr>
</table>

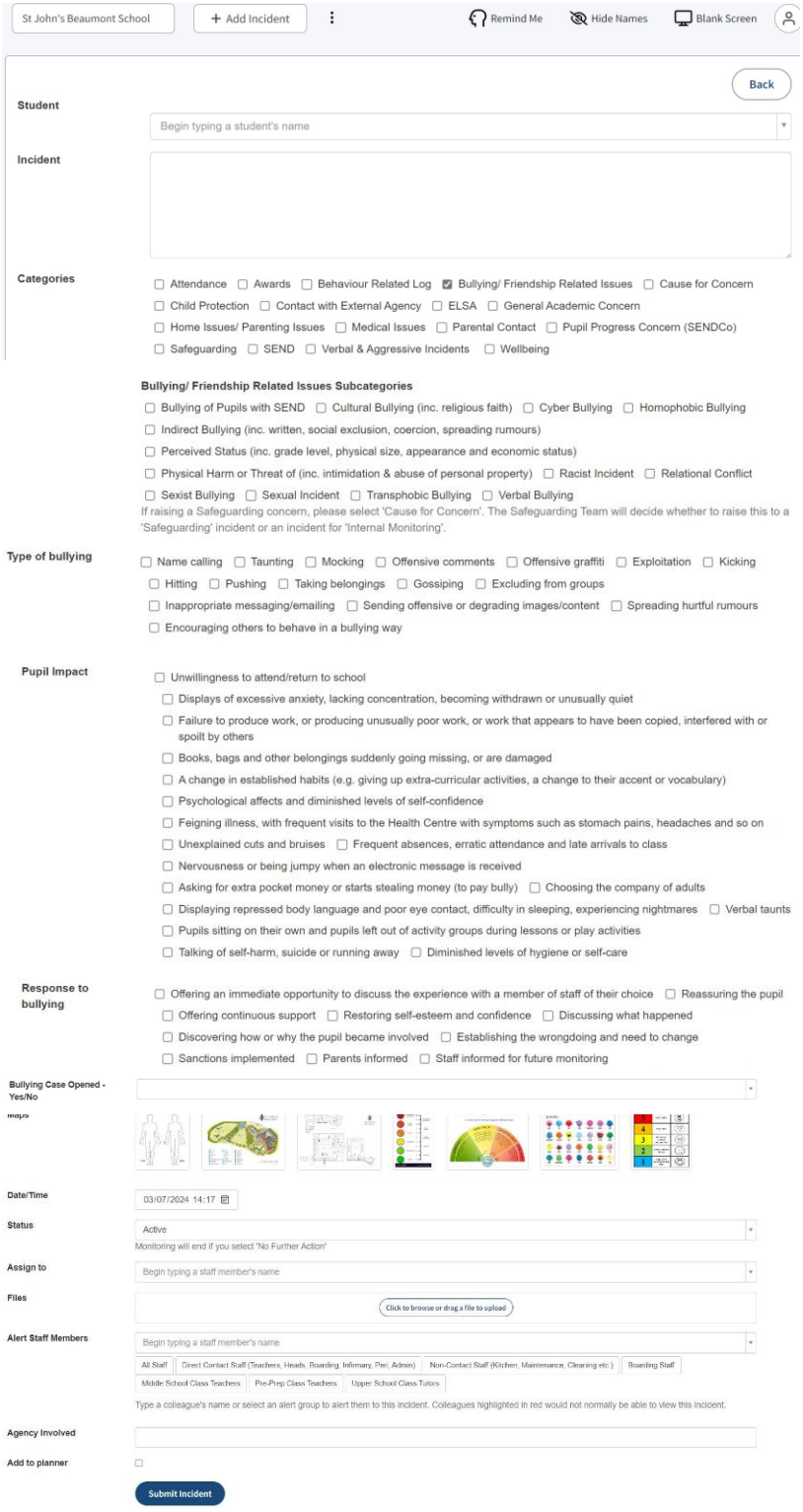
APPENDIX III - ANTI-BULLYING INVESTIGATION FLOWCHART & CHECKLIST

This document is for quick reference only. Please refer to Anti-bullying Policy for more detail. Safeguarding Policy must also be referred where child-on-child abuse is suspected.

1. Staff Member: Log incident on CPOMS, detailing the incident and alerting Head of School/Boarding, Head & class teacher / tutor
2. Head of School/Boarding: Investigate the incident and deal with the matter using Incident of Bullying Report Form
3. DSL: monitors account for Child Protection & Safeguarding purposes
4. Pupils: if necessary, pupils are interviewed and write own account
5. Head of School communicates with parents as appropriate
6. Sanction and education programme agreed with all parties
7. Head of School: sanction and education programme monitored and reviewed
8. Regular reviews and monitoring take place thereafter by Heads of School / Boarding (Pastoral Team)

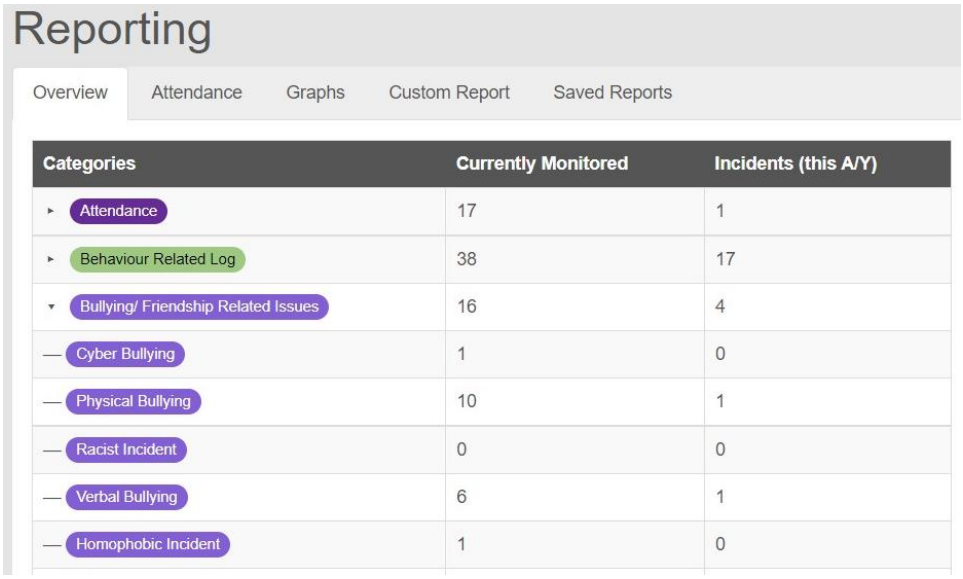
PEOPLE	Who is involved in the incident(s) being reported; did anyone witness this behaviour
IMPACT	The feelings, emotions, and wellbeing of the person experiencing bullying behaviour
BEHAVIOUR	The nature of the behaviour (could this incident invoke Violent Incidents in Learning settings or Child Protection Guidelines to replace or run in addition to this approach or is it of a criminal nature?)
NATURE	The nature of the bullying behaviour (could this incident invoke Violent Incidents in Learning Settings or Child Protection Guidelines to replace or run in addition to this approach?)
PLACE	Where did the incident(s) take place?
DATE, TIME and DETAILS	When did the incident(s) take place?
ACTION TAKEN	Details of any action taken by ALL staff members dealing with any incidents

APPENDIX IV - RECORDING INCIDENTS OF BULLYING ON CPOMS (inc. DIGITAL INCIDENT OF BULLYING REPORT FORM)



- Enter pupil name (and linked pupils)
- Add written report of incident
- Select bullying/friendship issues
- Identify the specific nature of the incident, and whether it relates to protected characteristics
- Identify type of bullying, pupil impact, response and location if necessary.
- Head of School to identify whether a bullying case has been opened or not.
- Add location of incident.
- Submit or scan and upload paper copy of Bullying Report Form

APPENDIX V - MONITORING & REVIEWING BULLYING ON CPOMS



- Select reporting on CPOMS tabs and see the recorded incidents of bullying

- Select the type of bullying to see all cases of that nature.