



AMESBURY SCHOOL  
HINDHEAD

CHARTERHOUSE FAMILY OF SCHOOLS

## ANTI-BULLYING POLICY



# AMESBURY SCHOOL

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### 1. Statement of Intent

Amesbury School is committed to providing a safe, inclusive and respectful environment in which all pupils can learn, thrive and achieve.

The School believes that every child has the right to feel safe, valued and protected from bullying. Bullying behaviour of any kind is unacceptable and will be addressed promptly, consistently and effectively.

The School promotes a culture of kindness, respect, inclusion and responsibility, where pupils are encouraged to speak openly about concerns and are confident that they will be listened to and supported.

This policy has been developed with reference to:

- Keeping Children Safe in Education 2026
- Preventing and Tackling Bullying (Department for Education, updated July 2026)
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006
- Education Act 2011
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Independent School Standards Regulations 2014

This policy should be read alongside the:

- Safeguarding and Child Protection Policy
- Behaviour and Sanctions Policy
- Online Safety Policy
- Acceptable Use Policies
- Staff Code of Conduct

The School recognises that bullying, including cyberbullying and prejudice-based bullying, may constitute child-on-child abuse and may require safeguarding intervention.

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS).

### 2. Aims of the Policy

The aims of this policy are to:

- Prevent bullying wherever possible.
- Foster an environment in which pupils feel safe, respected and supported.
- Encourage all pupils to report concerns about bullying.



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- Ensure all staff understand their responsibilities in preventing and responding to bullying.
- Support pupils who experience bullying.
- Support pupils whose behaviour causes harm to others.
- Promote positive relationships and restorative approaches.
- Ensure bullying concerns are identified, investigated, recorded and monitored appropriately.
- Fulfil statutory safeguarding responsibilities.

### 3. Definition of Bullying

The School adopts the Anti-Bullying Alliance definition:

*“Bullying is 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.”*

Bullying generally involves:

- Deliberate behaviour.
- Repetition over time.
- An imbalance of power.

Not every incident of unkindness, disagreement, conflict or friendship difficulty constitutes bullying. However, such behaviour will still be addressed appropriately through the School’s Behaviour and Sanctions Policy.

The intended effect of bullying is often one or more of the following:

- Intimidation
- Isolation
- Exclusion
- Exploitation
- Humiliation
- Loss of confidence

The School prohibits any initiation ceremony, activity or tradition which could reasonably cause pain, distress, anxiety, fear or humiliation.

### 4. Forms of Bullying

#### Physical bullying

- Hitting
- Kicking



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- Pushing
- Spitting
- Damaging property

### Verbal bullying

- Name-calling
- Insults
- Threats
- Taunting
- Intimidation

### Social or relational bullying

- Excluding others
- Deliberately isolating individuals
- Spreading rumours
- Public humiliation
- Manipulating friendships

### Cyberbullying

Cyberbullying may occur through:

- Email
- Social media platforms
- Group messaging applications
- Online gaming environments
- Digital collaboration platforms
- Mobile devices
- Image and video sharing platforms
- Anonymous messaging services
- Emerging technologies, including AI-generated images, audio and video content

Cyberbullying can take place at any time, including outside school hours, and may significantly affect a pupil's wellbeing and safety.

Examples may include:

- Sharing harmful, offensive or threatening messages.
- Sharing images or videos without consent.
- Creating fake accounts.



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- Deliberately excluding individuals from online groups.
- Public humiliation through digital means.
- Harassment, intimidation or stalking online.

The School will take cyberbullying incidents seriously, regardless of where they occur, when there is a clear impact on the welfare, safety or education of a pupil.

### 5. Prejudice-Based Bullying

The School recognises that some bullying behaviour is motivated by prejudice or discrimination.

This may relate to:

- Race, ethnicity or nationality
- Religion or belief
- Disability
- Special Educational Needs and Disabilities (SEND)
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Physical appearance
- Socio-economic background
- Adoption status
- Caring responsibilities

This includes:

- Racist bullying
- Faith-based bullying
- Disability-related bullying
- Sexist bullying
- Homophobic bullying
- Biphobic bullying
- Transphobic bullying

The School will treat all prejudice-based incidents seriously.

The School recognises that discriminatory behaviour and prejudice-based harm may constitute safeguarding concerns and should be considered within safeguarding procedures where appropriate.



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### 6. Bullying and SEND

The School recognises that pupils with Special Educational Needs and Disabilities may be particularly vulnerable to bullying.

Staff should remain alert to indicators such as:

- Withdrawal from peers
- Reduced attendance
- Anxiety
- Changes in behaviour
- Loss of belongings
- Reduced engagement with learning

Staff should not assume that changes in behaviour are solely linked to a child's SEND without appropriate investigation.

Communication barriers should never prevent concerns from being explored fully.

### 7. Medical Conditions and Allergy-Related Bullying

The School recognises that pupils with medical conditions, food allergies and other health needs may be vulnerable to bullying and intimidation.

Any deliberate action which:

- Threatens exposure to an allergen;
- Uses a medical condition to intimidate or exclude;
- Deliberately exploits a pupil's health condition;

will be treated seriously and may constitute a safeguarding concern.

Where appropriate, such incidents will be managed jointly under this policy, safeguarding procedures and individual healthcare plans.

### 8. Roles and Responsibilities

#### Governors

Governors will:

- Monitor the effectiveness of this policy.
- Ensure appropriate safeguarding oversight.
- Receive information regarding trends and patterns in bullying.
- Support a culture of respect, safety and inclusion.



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Governors will support the School's commitment to promoting an inclusive and anti-discriminatory culture in line with current safeguarding expectations.

#### The Head

The Head will:

- Ensure effective implementation of the policy.
- Promote a culture where bullying is not tolerated.
- Ensure appropriate resources and training are available.

#### Designated Safeguarding Lead and Deputies

The DSL and Deputy DSLs will:

- Oversee bullying records.
- Assess safeguarding implications.
- Monitor recurring concerns.
- Liaise with external agencies where necessary.

#### Staff

All staff will:

- Model respectful behaviour.
- Challenge inappropriate language and conduct.
- Report concerns promptly.
- Record concerns appropriately.
- Support pupils consistently.

#### Pupils

Pupils are expected to:

- Treat others with respect.
- Report concerns.
- Support peers appropriately.
- Refuse to participate in bullying behaviour.

### 9. Prevention

The School seeks to prevent bullying through:

- Strong pastoral care systems.



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- PSHE education.
- Online safety education.
- Assemblies and chapel.
- Staff training.
- Effective supervision.
- Educational workshops.
- Pupil voice initiatives.
- Positive behaviour expectations.

The School actively promotes:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The School seeks to create a culture where:

- All pupils are listened to and taken seriously.
- Differences are valued and celebrated.
- Discriminatory language is challenged.
- Positive relationships are actively encouraged.
- Staff act as role models in their treatment of others.

### 10. Online Safety

All pupils are required to follow age-appropriate Acceptable Use Policies.

All staff must comply with:

- The Online Safety Policy
- The Staff Code of Conduct
- Safeguarding procedures

The School maintains appropriate filtering, monitoring and technical safeguards to support pupil safety online.

The School may search, screen or confiscate electronic devices where legally permitted and in accordance with current Department for Education guidance.

### 11. Reporting Concerns

Concerns may be raised by:



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- Pupils
- Parents
- Staff
- Visitors

Concerns should be reported to:

- Class Teacher
- Tutor
- Year Group Pastoral Leader
- Head of EYFS
- Deputy Head (Pastoral)
- Designated Safeguarding Lead

All concerns will be taken seriously.

### **12. Responding to Bullying**

The School will investigate concerns carefully and fairly.

This may involve discussions with:

- The child experiencing difficulties
- The pupil or pupils responsible for the behaviour
- Witnesses
- Parents
- Relevant members of staff

The School will consider whether the concern relates to:

- Relational conflict
- Friendship difficulties
- Bullying
- Child-on-child abuse
- A safeguarding matter

Support will be provided to all pupils involved.

Where appropriate, the School will use restorative approaches, recognising that the primary aim is to stop harmful behaviour and restore healthy relationships.

Parents will normally be informed.



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### 13. Safeguarding

Bullying may constitute:

- Child-on-child abuse
- Emotional abuse
- Online abuse
- Discriminatory behaviour
- Prejudice-based harm
- A wider safeguarding concern

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, safeguarding procedures will be followed without delay.

This may include referral to children's social care and/or other external agencies.

### 14. Recording and Monitoring

All bullying concerns and confirmed incidents will be recorded on CPOMS.

Records should include:

- Nature of concern
- Individuals involved
- Actions taken
- Outcomes
- Follow-up activity

The Deputy Head (Pastoral) and DSL will monitor incidents regularly.

Bullying data, including prejudice-based incidents where appropriate, will be reviewed periodically to identify patterns, emerging risks and areas for development.

### 15. Behavioural Consequences

The School's preferred approach is to bring about lasting behaviour change.

However, where behaviour persists or where incidents are serious, sanctions may be applied in accordance with the Behaviour and Sanctions Policy.

These may include:

- Loss of privileges
- Removal from activities
- Detention



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- Suspension
- Expulsion

Sanctions will always be proportionate, reasonable and fair.

### **16. Working with Parents**

The School values strong partnerships with parents.

Parents are encouraged to:

- Report concerns promptly.
- Keep records where concerns persist.
- Support investigations.
- Encourage children to seek support.
- Avoid encouraging retaliation.

The School will communicate openly and sensitively with families while maintaining appropriate confidentiality.

### **17. Data Protection**

The School processes personal information relating to bullying incidents in accordance with:

- UK GDPR
- Data Protection Act 2018
- The School's Data Protection Policy

Information will be shared only where necessary, proportionate and lawful.

### **18. Monitoring and Review**

The effectiveness of this policy will be reviewed annually through consideration of:

- Recorded incidents
- Safeguarding information
- Pupil feedback
- Parent feedback
- Staff feedback
- Governor oversight

The policy will also be reviewed in response to significant incidents, emerging risks, legislative changes or updated statutory guidance.



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**Appendix 1: Summary of Amendments**

1. Updated legislative references and statutory guidance.
2. Added explicit reference to Keeping Children Safe in Education 2026.
3. Added a prejudice-based bullying section linked to the Equality Act 2010.
4. Added reference to discriminatory behaviour as a safeguarding concern.
5. Modernised cyberbullying guidance, including AI-generated content.
6. Added medical condition and allergy-related bullying.
7. Updated search, screening and confiscation wording to reflect current DfE guidance.
8. Updated data protection wording to UK GDPR and the Data Protection Act 2018.
9. Strengthened safeguarding language throughout.
10. Strengthened governor oversight and monitoring expectations.