Barwick and Stoford Community Primary School

Anti-Bullying Policy

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Anti-Bullying Policy

Statement of intent

Barwick and Stoford believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

1.2 This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy

2. Definition

2.1 For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group having a real sense of power over the person or group being bullied.

2.2 Bullying is generally characterised by:

- **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations, intimidating behaviour.

2.3 Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4 Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

- Pupils who are looked after or post looked after.

3. Types of bullying

3.1 Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2 Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

3.3 Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

3.4 **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.5 **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

3.6 **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

3.7 **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

3.8 **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

3.9 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

3.10 **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

3.11 **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

4. Roles and responsibilities

4.1 The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.

- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

4.2 The head teacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported bullying incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

4.3 Head teacher and deputy head are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

4.4 Class Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the head teacher and deputy head of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

4.5 The ELSA is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant staff regarding any incidents of bullying.

4.6 Parents are responsible for:

- Informing the head teacher, deputy head or their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.7 Pupils are responsible for:

- Following the procedures set out in the pupil's anti bullying charter

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of online bullying and informing a member of staff or their parents should they fall victim to online bullying relating to pupils in school.

5. Statutory implications

5.1 The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

5.2 The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

5.3 The head teacher will ensure that this policy complies with the HRA; the head teacher understands that they cannot do this without fully involving their teaching staff.

5.4 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

6.1 The school clearly communicates a whole-school commitment to addressing bullying in the form of an Anti Bullying Charter, developed by the pupils which is regularly promoted across the whole school.

6.2 All reported instances of bullying will be investigated by a member of staff.

6.3 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

6.4 All types of bullying will be discussed as part of the curriculum and will be age related and relevant to pupils.

6.5 Diversity, difference and respect for others is promoted and celebrated through various lessons.

6.6 Seating plans will be organised and altered in a way that prevents instances of bullying.

6.7 Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

6.8 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

6.9 All members of the school are made aware of this policy and their responsibilities in relation to it.

6.10 All staff members receive training on identifying and dealing with the different types of bullying.

6.11 A safe place, supervised by a teacher or teaching assistant, is available for pupils to go to during free time if they feel threatened or wish to be alone.

6.12 The teacher or teaching assistant supervising the area will speak to pupils to find out the cause of any problems and discuss concerns with the deputy head or head teacher who will put a plan in place to stop any form of bullying taking place.

6.13 Pupils deemed vulnerable, as defined in section two, will speak with their teacher or the ELSA once per week to ensure any problems can be actioned quickly.

6.14 Head teacher and deputy head will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

6.15 Before a vulnerable pupil joins the school, the pupil's teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

6.16 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

6.17 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues, social development.

7. Signs of bullying

7.1 Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy/Low attendance
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning

- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

7.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

7.3 Pupils who display a significant number of these signs are approached by the class teacher, to determine the underlying issues, whether they are due to bullying or other issues.

7.4 In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

7.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter, monitor the situation and report to the head teacher and deputy head as necessary.

8. Staff principles

8.1 The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

8.2 Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

8.3 Unpleasantness from one pupil towards another is always challenged and never ignored.

8.4 Staff act immediately when they become aware of a bullying incident; this applies to all staff.

8.5 Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others unless necessary, or if there is a safeguarding concern.

8.6 If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

8.7 Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Preventing peer-on-peer sexual abuse

9.1 The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

9.2 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

9.3 Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

9.4 The school's Safeguarding and Child Protection Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

9.5 To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons and these will be age and stage of development specific.

9.6 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

9.7 All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

9.8 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

9.9 Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

9.10 LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

9.11 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

9.12 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

9.13 Victims will always be taken seriously, reassured, supported and kept safe.

9.14 Victims will never be made to feel like they are causing a problem or made to feel ashamed.

9.15 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

9.16 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

9.17 The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

9.18 If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

9.19 Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

9.20 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9.21 More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Safeguarding and Child Protection Policy.

10. Cyber and Online bullying

10.1 Cyberbulling and Online Bullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyber bullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress

- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

10.2 The school has an Online Safety Policy in place, which outlines the school's zero-tolerance approach to online and cyber bullying between pupils at Barwick and Stoford School.

10.3 The school views online bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

10.4 Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

10.5 Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

10.6 Parents will be provided with information annually in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

10.7 Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

10.8 The school will support pupils who have been victims of online bullying from other pupils by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

10.9 In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

10.10 If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable. Parents will be informed before the device is handed to the police.

10.11 If a staff member finds material that they do not suspect contains evidence in relation to an offence, the head teacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

10.12 The school's Behaviour Policy will be followed at all times.

11. Procedures

11.1 Minor incidents are reported to the victim's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the head teacher in writing of the incident and outcome by completing the bullying report form (appendix 1).

11.2 When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all kept and interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents, or incidents which require further clarification.
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

11.3 Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

12.1 If the head teacher is satisfied that bullying did take place, (from reading the bullying report form or via investigation of the incident) the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

12.2 The head teacher informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

12.3 If possible, the head teacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

12.4 The perpetrator is put on a bullying report which will result in speaking once per week with their class teacher, so that their behaviour can be discussed, that they understand that some pupils do not appreciate the distress they are causing, and that they should change their behaviour. The bullying report form will be signed by the class teacher and when completed, put in the pupil's file.

12.5 Parents are informed of bullying incidents and what action is being taken.

12.6 All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

12.7 The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

12.8 The head teacher and/or deputy head informally monitors the pupils involved over the next half-term.

13. Support

13.1 In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from a member of staff
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

13.2 The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces if possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities

13.3 Staff will work with the victim to build resilience, e.g. by offering ELSA.

13.4 The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators may be required to attend a mandatory ELSA/counselling sessions to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems

14. Follow-up support

14.1 The progress of both the bully and the victim are monitored by their class teacher.

14.2 One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

14.3 If appropriate, a review meeting or telephone correspondence is arranged with parents after the incident.

14.4 Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling/ELSA, where appropriate

14.5 Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

14.6 Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

14.7 In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the head teacher and deputy head will meet with parents to discuss further options.

14.8 Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the head teacher and deputy head will meet to discuss the use of alternative provision.

15. Bullying outside of school

15.1 Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

15.2 The head teacher has 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 the head teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

15.3 Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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.

15.4 Where bullying outside school is reported to school staff, it is investigated and acted on and staff are required to complete the bullying report form.

15.5 In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

15.6 The head teacher is responsible for determining whether it is appropriate to notify the police, of the action taken against a pupil.

15.7 If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

16. Reporting

16.1 The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

16.2 The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

17. Monitoring and review

17.1 This policy is reviewed annually.

Bullying Report Form

This form will be sent to the head teacher upon completion.

Personal details		
Name of person reporting incident:		
Name of pupil(s) being bullied:		
Date:		
Gender:	**Year group:**	**Class:**

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

Outcome of Investigation

Head Teacher's Decision (please tick)

Bullying has taken place	Unconfirmed/not enough evidence to suggest bullying has taken place

If Bullying has taken place

If appropriate, has there been restorative intervention? (apology to the victim, a chance for the victim to say how they felt?

What support has been given to the victim?

ELSA
Lunchtime club (please check perpetrator not attending)
Playtime quiet area
Weekly check ins with class teacher
Seating arrangements changed
Friendship group support
Change in group dynamics
Resilience support
Other:

What sanctions and support has been given to the perpetrator?

Support:	**Sanctions:**
ELSA	Placed on bullying report card with clear targets and daily monitoring
Targeted support	
Lunchtime club (reduction in time on playground)	Head teacher/deputy head daily/weekly checks
Weekly check ins with class teacher	Reduced play/lunchtime
SENCO involvement	SENCO involvement – pastoral support plan
DSL involvement	DSL involvement
Other:	Internal Exclusion
	External Exclusion
	Other:
Have parents of all parties been informed?	**Has the class teacher had weekly conversations with the victim and perpetrator?**
Has the head teacher/deputy head had monthly conversations with the victim and perpetrator?	**Date of end of support required:**

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