

Anti-Bullying Policy

“What does the Lord ask of you? To act justly, to love
mercy and to walk humbly with your God.”

(Micah 6:8)

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Statement of Intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael's Church of England High School will not tolerate bullying of any kind and will deal with any reported incidents promptly and effectively. Support and counselling will be offered to the victim and strategies to deal with the bully will be sought. Issues relating to bullying are regularly discussed in PSHE, appropriate lessons, assemblies as well as other forums. A 'pupil speak' version of this policy will be issued to all pupils.

This policy aims to:

- develop a culture where bullying will not be tolerated and any incident of bullying can be reported
- encourage pupils to support each other and be actively involved in making the school a bully-free zone
- work closely with pupils, parents, staff and outside agencies to minimise incidents of bullying
- involve Student Voice in developing and implementing this policy
- provide pupils with the opportunity to make a positive contribution and achieve emotional wellbeing by creating a safe and healthy environment

Signed by: _____ Date: _____

Headteacher

Signed by: _____ Date: _____

Chair of Governors

1. Legal Framework

1.1 This policy has due regard to the following legislation and guidance:

- 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 (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

1.2 This policy will be implemented in conjunction with the school's:

- Behaviour Management Policy
- Child Protection and Safeguarding Policy
- Mental Health and Well Being Policy
- E Safety Policy

2. Bullying: A 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.

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.

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

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 There are many different types of bullying that children may experience. Some may be obvious to identify, whereas others may be subtler. Ways that bullying may be identified could be as follows:

- a. Physical
- b. Verbal
- c. Social
- d. Cyber

a. *Physical Bullying*

Physical bullying is often the most obvious and easily identified and includes; hitting/punching, kicking, tripping, pinching, pushing, nudging. Physical bullying can cause both short term as well as long term damage, which in turn may also harm a child's emotional well-being even when the physical bullying has stopped.

b. *Verbal Bullying*

Verbal bullying can include name calling, insults, intimidation, teasing, and can consist of homophobic/cultural/sexist or racist remarks. In some instances, this may start off harmlessly but it can soon escalate to a level that can affect an individual's emotional well-being.

c. *Social Bullying*

Social bullying is often non-direct and can be hard to identify as it takes place in a way that can exclude the person who is being bullied. This includes where the activity is carried on behind the bullied person's back. This type of bullying is often with the intent to harm an individual's social reputation and/ or to cause humiliation. Social bullying may include:

- lying to and/or spreading rumours
- negative physical or facial gestures, threatening or disrespectful looks
- ignoring a person or group intentionally
- socially excluding someone and/or encouraging others to socially exclude someone
- intentionally damaging someone's social reputation and/or social acceptance
- intending to embarrass or humiliate someone i.e. mimicking, obscene gestures

d. *Cyber Bullying*

Cyber bullying is bullying that take place using digital technologies, including; mobile phones, iPad's/ tablet's, computers and/or using software such as social media, instant messaging, websites, text messages and other online platforms. It can be in public or in private, that is where a group is involved or between just the two parties. With the advent of modern day technology and device use, the person being bullied can feel this to be a constant threat with opportunity to be 24/7. Cyber bullying may be identified as follows:

- Abusive and/or hurtful text messages, emails, posts, images and/or videos
- Gossip and spreading of rumours online

- Imitating other people online and/or using their account/log in
- Blocking or excluding people online

There has been a dramatic increase in the use of social media and instant messaging by young people including Facebook, Instagram, Snapchat, etc. The school will use assemblies, PSHE and form time to highlight the potential for misuse of social media and to increase pupils awareness of the negative issues that can arise with social platforms. Pupils will be encouraged to use social media sensibly and with regard for e-safety. The school will endeavour to investigate issues that arise through the misuse of social platforms and aims to raise awareness amongst parents¹ of this relatively new phenomenon.

- 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.

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
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- 4.2 The **headteacher** 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

¹ The use of the term parent in this document is intended to include all adults with parental responsibility for pupils such as carers and legal guardians

- ensuring that all reported incidents are recorded on Go 4 Schools, including which type of bullying has occurred, to allow for proper analysis of the data collected
- analysing the data held on Go 4 Schools at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented
- arranging appropriate training for staff members

4.3 **Heads of year** 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 **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 pupil's heads of year 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 Pastoral Team is responsible for:

- offering emotional support to victims of bullying
- providing intervention where appropriate for the perpetrator
- alerting the relevant heads of year regarding any incidents of bullying

4.6 Parents are responsible for:

- informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in any way
- being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

4.6 Pupils are responsible for:

- informing a member of staff if they witness bullying or are a victim of bullying. This can be done using the Speak Out Safely drop boxes located around the school building.
- 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 cyber bullying and informing a member of staff should they fall victim to cyber bullying

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 headteacher will ensure that this policy complies with the HRA; the headteacher 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 a written statement which is regularly promoted across the whole school.
- 6.2 All reported or investigated 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.
- 6.5 Diversity, difference and respect for others is promoted and celebrated through various lessons including the opportunity for students to join the Equality & Diversity committee.
- 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, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- 6.12 The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13 Pupils deemed vulnerable, as defined in section two, will meet with their form tutor once per week to ensure any problems can be actioned quickly.
- 6.14 Form tutors 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 form tutor 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.

7. Symptoms of Bullying

- 7.1 Some pupils will openly raise their concerns about being bullied. However, others may be unwilling to talk about it for fear of not being understood and making the situation worse.
- 7.2 Parents may notice signs such as:
- bed wetting in a previously dry child
 - vague tummy aches and headaches
 - school refusal/reluctance to go to school
 - being frightened of walking to and from school or changing their usual route
 - arriving home with books or equipment missing
 - arriving home hungry because lunch money has been taken
 - becoming withdrawn or lack in confidence
 - becoming distressed and anxious
- 7.3 School staff may notice:
- a decline in the standard of work
 - poor punctuality/attendance or truancy
 - falling out with a previously good friend

- unexplained bruises, cuts or scratches
 - the pupil becoming aggressive and behaving unreasonably
 - reluctance to go out at break or lunch
 - hanging around classes with the excuse of staying to help
- 7.4 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.
- 7.5 Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- 7.6 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
- 7.7 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

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, not solely teaching staff.
- 8.5 Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or 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 Sexual violence refers to the three following offences:
- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- 9.5 The school's Child Protection and Safeguarding 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.
- 9.6 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.
- 9.7 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
- 9.8 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- 9.9 All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 9.10 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.
- 9.11 Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will

always explore indicators further.

- 9.12 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.
- 9.13 The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 9.14 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.
- 9.15 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

- 9.16 Victims will always be taken seriously, reassured, supported and kept safe.
- 9.17 Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.18 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.
- 9.19 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

- 9.20 The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- 9.21 If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.22 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.
- 9.23 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, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- 9.24 More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

10. Guidelines

10.1 Pupil Guidelines

10.1.1 If pupils are being bullied, or know/suspect that a peer being bullied, they should approach any of the following staff in school to raise their concerns as soon as possible:

- subject teacher
- form tutor
- head of year
- pastoral support staff
- senior staff (assistant heads, deputy headteacher, headteacher)
- academic coaches
- admin staff/school nurse/lunchtime supervisors

10.1.2 If pupils tell friends, or senior students about bullying, the recipient should pass the information to a member of staff as soon as possible.

10.2 Staff Guidelines

- All staff share a responsibility to create a safe and trusting school environment where pupils feel confident that they can raise their concerns about bullying for either themselves or their peers
- Promote the school's policy on bullying wherever possible
- Make appropriate use of school policies including Anti-Bullying
- Use form tutor time to raise awareness about bullying and to encourage positive relationships between peers and staff to address issues and encourage understanding of differences
- Pupils should receive guidance through PSHEE, assemblies and School Council about the different forms of bullying and what to do if they or someone else is a victim of bullying
- Staff should take seriously any disclosures about bullying
- Staff should report incidents of bullying to the appropriate Pastoral Head or Senior Leader
- When bullying is suspected, the victim should be spoken to and offered support and advice at the earliest opportunity in confidence
- Use the school's referral system to inform other staff about incidents

10.2.1 When dealing with any form of bullying, the action taken will follow Ofsted guidelines, 'swift, proportionate, discreet, influential and effective. The victim must feel confident that the situation will be resolved effectively. Bullying will be reported through the school's referral system on SIMS/ Go 4 Schools. This will be recorded by any member of staff who deals with the issue. Incidents will be recorded appropriately and will be reported to the Governing Board.

10.3 Governor Guidelines

10.3.1 There may be situations where parent governors are made aware of bullying incidents. The following procedures should be followed:

- Governors should encourage parents to speak to the appropriate head of year to resolve the
- situation in the first instance
- Make a telephone call to the appropriate head of year to inform them of their

contact with parents

- If the bullying has not been resolved, the governors should contact the headteacher or deputy headteacher, who should report back once the issue has been resolved

10.4 Parent Guidelines

10.4.1 Parents are in a prime position to pick up the early warning signs that their children may be the victims of bullying. If parents are concerned that their children are being bullied, they should contact the relevant pastoral team member immediately. Often incidents can be dealt with before they get out of hand, so that they are brought to a swift conclusion.

10.4.2 Parents know their children better than anyone else. Any changes in behaviour or attitude towards school which is not in the child's usual manner, may be a warning sign that bullying is taking place. Where possible parents should monitor their child's use of social networking sites. Parents should check on a regular basis the content of what is being said and take appropriate actions. This should include informing the school.

11. Procedures

11.1 The definition of bullying at the start of the policy makes it clear that bullying is a repeated act, therefore, 'one-off' incidents such as fights are not deemed as 'bullying'. However, these incidents will be recorded on Go 4 Schools/SIMs. The situation will be closely monitored in case they become more serious. Serious incidents will be dealt with by head of year or a member of Senior Leadership Team (SLT).

11.2 Where a member of staff is concerned that bullying is taking place, they should gain as much information as possible and pass it on to the head of year or a member of SLT. Any information should be recorded on SIMS and/or Go 4 Schools. The following strategies may be used during any investigation and preventative work. The strategies employed will depend on the seriousness, frequency and type of bullying. It will also depend on whether the bully has been involved in other bullying. If an incident were to arise, the school would typically investigate and resolve as follows;

- pupil interview/incident report/statements
- parental involvement: contact with the parent
- letter home
- discussion with/support for the victim
- discussion with and a verbal warning to the bully, information placed on file
- consequence
- letter of apology
- involvement of head of year, Pastoral Support Team and outside agencies
- fixed-term or permanent exclusion from school
- use of outside agencies (including the police)

11.3 The level of severity of an incident will determine what processes are required to support and resolve the situation. However, in all cases, the incident details should be recorded on SIMS and/or Go 4 Schools by the investigating person(s).

11.4 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 headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2 The headteacher 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 headteacher 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 made to realise, by speaking once per week with their form tutor, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 12.5 In some cases, the pupil does not accept that their behaviour is unacceptable. In other cases, the pupil may have been or is being bullied themselves (either inside or outside of the school environment) or have experience of an environment where bullying or bully-like behaviour is accepted. Because of this, the bully may also need help and support so that they can recognise their behaviour and the effect it is having on others. The following help is available for students who display bully-like behaviour to help them to modify their behaviour:
- emotional and social well-being support i.e. counselling, referrals to external agencies
 - peer/relationship restorative intervention
 - involvement from external agencies
 - parental support and involvement
 - alternative provision
- 12.6 Parents are informed of bullying incidents and what action is being taken.
- 12.7 The head of year informally monitors the pupils involved over the next half-term.

13. Bullying outside of school

- 13.1 The headteacher 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 headteacher 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.
- 13.2 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.
- 13.3 Where bullying outside school is reported to school staff, it is investigated and acted on.
- 13.4 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.

13.5 The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

13.6 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.

14. Monitoring and Review

9.1 This policy will be reviewed on a bi-annual basis by the headteacher in agreement with the governing board.

