

Anti-Bullying Policy

OUR SCHOOL PRAYER:

What does the Lord ask of you?

To act justly, to love mercy and to walk humbly with your God.

Micah 6vs.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:



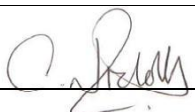
- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

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 PSCE, appropriate lessons, assemblies as well as other forums. A 'student speak' version of this policy will be issued to all students.

This policy aims to:

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

Signed by:

 _____	Headteacher	Date: _____	22.09.2022
 _____	Co-Chair of governors	Date: _____	22.09.2022
 _____	Co-Chair of governors	Date: _____	22.09.2022

Date of approval	13 th July 2017
Date reviewed	22 nd September 2022
Review date	March 2025

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 (2022) '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 Wellbeing 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 students 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 students may include, but are not limited to:

- students with SEND
- students who are adopted
- students suffering from a health problem
- students 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 student 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, and nudging. Physical bullying can cause both short-term as well as long-term damage, which in turn may also harm a child's emotional wellbeing 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/tablets, 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 the 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, PSCE and form time to highlight the potential for misuse of social media and to increase students' awareness of the negative issues that can arise with social platforms. Students 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 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
- ensuring the 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.

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

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
- 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 students 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 students 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 student's heads of year of such observations
- refraining from gender stereotyping when dealing with bullying
- understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying
- reporting any instances of bullying once they have been approached by a student 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 Students 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 students 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 student 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 students 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 students 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 students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13 Students 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 students to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.15 Before a vulnerable student joins the school, the student's form tutor and the DSL will develop a strategy to prevent bullying from happening – this will include giving the student 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 students, 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 is not negatively influenced by outside factors, e.g., mental health issues.

7. Symptoms of Bullying

- 7.1 Some students 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 student 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 Students 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 student 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 student'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 student 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 students' 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 student 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 child-on-child sexual abuse

- 9.1 The school has a zero-tolerance approach to all forms of child-on-child 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 child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence are uncovered.
- 9.6 To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSCE lessons.
- 9.7 The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSCE 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 are always wrong
 - addressing cultures of sexual harassment
- 9.8 All staff will be aware that students of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child 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 child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.
- 9.9 All staff will be made aware of the heightened vulnerability of students with SEND, who are three

times more likely to be abused than their peers.

- 9.10 Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.
- 9.11 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.
- 9.12 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.
- 9.13 Students 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.
- 9.14 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

- 9.15 Victims will always be taken seriously, reassured, supported, and kept safe.
- 9.16 Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.17 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.
- 9.18 The DSL will be informed of any allegations of abuse against students 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 student in mind at all times.

Confidentiality

- 9.19 The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- 9.20 If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.21 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.
- 9.22 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.
- 9.23 More information regarding the school's stance on preventing child-on-child sexual abuse is

available in our Child Protection and Safeguarding Policy.

10. Cyberbullying

10.1 Cyberbullying 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 students, 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.

10.2 Cyberbullying 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.

10.3 The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.

10.4 All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify students who may be experiencing issues and intervene effectively.

10.5 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 student is being cyberbullied:

- avoiding use of the computer
- being on their phone routinely
- becoming agitated when receiving calls or text messages

10.6 Staff will also be alert to the following signs which may indicate that a student 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

10.7 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** – students 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** – students 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 students 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 students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

10.8 The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student 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 students' 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. In these cases, the school's Behaviour Management Policy will be followed at all times.

11. Guidelines

11.1 Student Guidelines

11.1.1 If students are being bullied, or know/suspect that a peer is 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

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

11.2 Staff Guidelines

11.2.1 All staff share a responsibility to create a safe and trusting school environment where students feel confident that they can raise their concerns about bullying for either themselves or their peers. They should ensure this by:

- promoting the school's policy on bullying wherever possible
- making appropriate use of school policies, including Anti-Bullying
- using 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
- ensuring students receive guidance through PSCEE, assemblies and School Council about the different forms of bullying and what to do if they or someone else is a victim of bullying
- taking seriously any disclosures about bullying
- reporting incidents of bullying to the appropriate Pastoral Head or Senior Leader

- when bullying is suspected, speaking to the victim, and offering support and advice at the earliest opportunity in confidence
- using the school's referral system to inform other staff about incidents

11.2.2 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.

11.3 Governor Guidelines

11.3.1 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

11.4 Parent Guidelines

11.4.1 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.

11.4.2 Parents know their children better than anyone else. Any changes in behaviour or attitude towards school that 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.

12. Procedures

12.1 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 the Head of Year or a member of the Senior Leadership Team (SLT).

12.2 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:

- student 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 the Head of Year, Pastoral Support Team, and outside agencies
- fixed term or permanent exclusion from school
- use of outside agencies (including the police)

12.3 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).

12.4 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.

13. Sanctions

13.1 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.

13.2 If the headteacher is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

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

13.4 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.

13.5 The perpetrator is made to realise, by speaking once per week with their form tutor, that some students do not appreciate the distress they are causing, and that they should change their behaviour.

13.6 In some cases, the student does not accept that their behaviour is unacceptable. In other cases, the student 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

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

13.8 The Head of Year informally monitors the students involved over the next half-term.

14. Bullying outside of school

- 14.1 The headteacher has a specific statutory power to discipline students 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 students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- 14.2 Teachers have the power to discipline students 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.
- 14.3 Where bullying outside of school is reported to school staff, it is investigated and acted on.
- 14.4 In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g., on a school trip.
- 14.5 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 student.
- 14.6 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.

15. Monitoring and Review

- 15.1 This policy will be reviewed on a three-year basis by the Assistant Headteacher: Student Welfare and DSL in agreement with the governing board.

Appendix 1: Incident Report Form

Incident Report Form - Student

STUDENT DETAILS: To be recorded by the student				
Student Name		Form Group		
Date/Time of Incident				
Location of Incident				
<p>Who was involved? Please include names, year group and how involved they were with the incident: 1= very involved, 2= involved, 3=slightly involved, 4= Witness</p> <p>.....</p> <p>.....</p> <p>.....</p>				
<p>What happened? Please describe the incident:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>				
INCIDENT RELATED TO: tick all that apply				
Race	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>	Age
Appearance/ Health Condition	<input type="checkbox"/>	SEN/ Disabilities	<input type="checkbox"/>	Religion/ Culture
Gender	<input type="checkbox"/>	Other (give details)		
TYPE OF ISSUE: tick all that apply				
Physical aggression	<input type="checkbox"/>	Deliberately excluding	<input type="checkbox"/>	Name Calling/ Teasing
Cyber Bullying	<input type="checkbox"/>	Damaging/ taking possessions	<input type="checkbox"/>	Verbal threats
Spreading Rumours	<input type="checkbox"/>	Other (give details)		
HOW OFTEN HAS THIS HAPPENED				
First time	<input type="checkbox"/>	Once/ Twice	<input type="checkbox"/>	Several times a week
Persisting over month	<input type="checkbox"/>	Persisting over several months	<input type="checkbox"/>	Persisting over a year
<p>Please read and sign: I declare that this report contains truthful information and is an accurate account of the incident that took place.</p> <p>Signed: _____ Date: _____</p>				

STAFF RECORD: To be completed by the person dealing with the incident

Staff Name	
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Role	
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Additional notes relating to incident: Please include any previous relevant behaviour

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CHECKLIST: Tick as appropriate

Have additional statements been collected?	<input type="checkbox"/>	Individual discussions with all?	<input type="checkbox"/>
Group Discussion with all involved?	<input type="checkbox"/>	Has action been agreed with Victim?	<input type="checkbox"/>
Has action been agreed with Perpetrator?	<input type="checkbox"/>	Have Parents/Carers been informed?	<input type="checkbox"/>
Has a follow update been set?	<input type="checkbox"/>	Are notes/ Additional paperwork attached?	<input type="checkbox"/>
Has SIMS been updated?	<input type="checkbox"/>		

ADDITIONAL ACTIONS: Tick as appropriate

Medical Treatment required	<input type="checkbox"/>	Specific report from staff attached	<input type="checkbox"/>
Police Involvement	<input type="checkbox"/>	Referral to other agencies	<input type="checkbox"/>
Referral to other member of staff	<input type="checkbox"/>		

**If incident has been referred to a HOY/ AHOY or any other member of staff please give details:*

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Details of Action taken/agreed with everyone involved including parents/Guardians:

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Staff Signature:	Date:
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Appendix 2: Incident Report Form – Student Witness Statement



Incident Report Form – Student Witness Statement

STUDENT DETAILS: To be recorded by the student			
Student Name		Form Group	
Date/ Time of Incident			
Location of Incident			
PERSONS INVOLVED			
Who was involved? Please include names, year group and how involved they were with the incident: 1= very involved, 2= involved, 3=slightly involved, 4= Witness			
INCIDENT			
What happened? <i>Please describe the incident.</i>			
Please read and sign: I declare that this report contains truthful information and is an accurate account of the incident that took place. Signed: _____ Date: _____			