

**Outcomes  
First  
Group.**

**ACORN EDUCATION  
AND CARE**

**OptionsAutism**



School for  
Inspiring Talents

# **Anti- Bullying Policy**

**Anti-Bullying Policy**

**Contents**

**Policy Statement..... 2**

**Legal framework ..... 3**

**Definitions ..... 3**

**Types of Bullying ..... 4**

**Roles, Responsibilities and Commitment.....6**

**Statutory Implications..... 7**

**Prevention ..... 9**

**Signs of Bullying ..... 9**

**Staff Principles..... 10**

**Child-on-Child Abuse.....10**

**Cyber Bullying.....11**

**Procedures..... 12**

**Consequences..... 12**

**Support..... 13**

**Follow Up Support..... 13**

**Bullying Outside of School..... 13**

**Record Keeping..... 14**

**Appeals Process for bullying Incidents..... 14**

**Data Sets..... 14**

**Policy Statement**

1. This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities, and to ensure consistent and effective practice across all school sites. It demonstrates the school’s commitment with regard to students, parents, and other partners.
2. The aim of this Policy is to reduce the incidence rates of bullying and create an environment in which everyone feels safe, secure, and respected. SfIT always treats the issue of bullying as a serious matter.
3. School for Inspiring Talents (SfIT) is committed to building positive relationships and a strong sense of community in order to prevent all forms of bullying. We will work hard to ensure that bullying plays no part in our school community by proactively dealing with all students, their families, and staff to eradicate and promptly deal with all reported incidents.
4. Bullying is a form of antisocial behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber bullying. Bullying can

### Anti-Bullying

produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some, it can lead to serious and prolonged distress and long-term damage to social and emotional development.

5. School for Inspiring Talents views bullying as a form of child-on-child abuse and can be emotional, physical, verbal, sexual or discriminatory.
6. School for Inspiring Talents understands that the individuals acting as the perpetrator have their own needs. They too need support. We use restorative principles and consequences that teach, not punish, to ensure that the behaviour changes over time and that each student is viewed with compassion and empathy.
7. To aid the understanding of this policy the term 'perpetrator' and 'victim' will be used to describe the student bullying and the student being bullied. School for Inspiring Talents recognise that these are 'loaded' terms. Students that commit bullying acts are also invariably victims as well. We support all students to make positive behaviour changes.

### Legal Framework

This policy has due regard to all relevant legislation and statutory guidance 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
- Children Act 1989
- Sexual Offences Act 2003
- Independent School Standards 2019
- 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 (2023) 'Keeping children safe in education 2023'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Regulation Policy
- Safeguarding and Child Protection Policy
- PSHE and RSE Policy

### Definitions

8. For the purpose of this policy, 'bullying' is defined as repeated behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:
  - **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.

## Anti-Bullying

- **Intent:** The perpetrator 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 (e.g., strength, confidence, popularity).
9. At School for Inspiring Talents all our students are vulnerable. 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. Vulnerable students may include, but are not limited to:
- Students who are adopted.
  - Students suffering from a health problem (including mental health).
  - Students with caring responsibilities.
  - Students from socioeconomically disadvantaged backgrounds.
  - Students who have had Adverse Childhood Experiences.
10. Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
- Students who are LGBTQ+ or perceived to be LGBTQ+.
  - Black, Asian, and Minority Ethnic (BAME) students.
  - Students with SEND.
11. Perpetrators are also students that have a high level of need and support. As a school we need to ensure that we view the perpetrator with empathy and compassion too and look at how we can support their underlying need to help them adjust and modify their behaviour. Research shows that many perpetrators are likely to be victims of domestic violence/ child abuse and have low self-esteem.
12. Other key definitions include:
- Victim – the person being bullied
  - Perpetrator – the person who is bullying
  - Bystander – seeing someone being bullied and doing nothing
  - Defender – seeing someone being bullied and challenging this behaviour

### Types of Bullying

13. Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.
14. It is important to recognise that different types of bullying often overlap, and children may experience multiple types at one time.
15. The main types of bullying are:
- Verbal
  - Physical
  - Emotional
  - Online (cyberbullying)
  - Sexual
  - Discriminatory
16. **Verbal Bullying:** Bullying using words to hurt, harass or intimidate another person. This can include name calling, insults and making threats. Verbal bullying aims to cause shame and insecurity to the victim and can also be done by gossiping or joking about a child, spreading rumours or talking about their family in a derogatory way.

## Anti-Bullying

17. **Physical Bullying:** Bullying that involves violence towards another person or their property. This means physically harming or intimidating others and can include hitting, kicking, pushing or biting. This bullying has the potential for serious harm that may require police action. Physical bullying also includes intimidation such as unwanted touch, physical threats, standing too close to others or damaging another person's property.
18. **Emotional Bullying:** Bullying that targets a person's emotions and well-being. Perpetrators may use emotional manipulation to undermine someone's self-confidence, control their emotions and create fear. This can include constant criticism, humiliation, threats and intimidation. Emotional bullying often damages a child's self-esteem and self-worth.
19. **Cyber Bullying:** Any bullying that takes place on a digital device. This could be a computer, phone or tablet. Cyber bullying can take place through social media, apps, text messages, emails, online forums and gaming chatrooms. Cyber bullying can be anonymous, leave permanent evidence which can be seen repeatedly in the future and has protentional for a large audience which can cause more intimidation and humiliation to the victim.
20. **Sexual Bullying:** Bullying that involves any form of unwanted sexual attention or contact. This may include distributing sexual material, making explicit comments or sexual propositions, and non-consensual touch. In some cases, this can include coercion in the form of threats, blackmail or manipulation in order to gain compliance. Sexual bullying can also involve targeting another person based on their sexuality and using sexualised behaviour or language to humiliate, degrade or control them. Sexual bullying is an offence under the Sexual Offences Act 2003.
21. **Discriminatory Bullying:** Bullying behaviour that refers to a child's protected characteristics (see below). This includes the use of stereotypes and derogatory language or behaviour as well as planning activities that would deliberately exclude others due to these characteristics. Serious discriminatory bullying has potential legal implications.
22. **Racist Bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
23. **Homophobic and Biphobic Bullying:** Bullying another person because of their actual or perceived sexual orientation.
24. **Transphobic Bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
25. **Sexist Bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender.
26. **Ableist Bullying:** Bullying behaviour that focusses on another person's disability or support needs.
27. **Prejudicial Bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.
28. **Relational Bullying:** Bullying that involves manipulating social relationships to embarrass, exclude or isolate someone from their peers. This can also be covert and actions may be hidden as jokes,

**Anti-Bullying**

sarcasm or 'banter'. Relational bullying often has a power imbalance where the perpetrator has a higher social status and popularity which can be even more intimidating for the victim.

29. **Socio-Economic Bullying:** Bullying based on prejudices against the perceived social status of the victim. This type of bullying occurs when someone uses their perceived superiority in wealth, class, or status to demean, exclude, or exploit others who are considered to be in a lower socio-economic position.

**Roles, Responsibilities and Commitment**

<p><b>All Staff</b></p>	<ul style="list-style-type: none"> <li>▪ To be aware of the policy and understand how bullying is defined.</li> <li>▪ To be aware of the routes of reporting incidents of bullying.</li> <li>▪ Staff to be knowledgeable in how to recognise bullying and support both the victim and perpetrators.</li> </ul>
<p><b>All School Staff</b></p>	<p>All school staff are responsible for:</p> <ul style="list-style-type: none"> <li>▪ Offering emotional support to victims of bullying.</li> <li>▪ Alerting the relevant senior staff regarding any incidents of bullying.</li> <li>▪ Supporting students who are worried that they may become perpetrators.</li> <li>▪ Supporting perpetrators to change their behaviour.</li> <li>▪ Providing restorative conversations with both the perpetrator and the victim.</li> <li>▪ Providing helplines, support, and guidance</li> </ul>
<p><b>Teachers/LSA</b></p>	<p><b>Teachers and Learning Support Assistants</b> are responsible for:</p> <ul style="list-style-type: none"> <li>▪ Being alert to social dynamics in their class.</li> <li>▪ Being available for students who wish to report bullying.</li> <li>▪ Providing follow-up support after bullying incidents.</li> <li>▪ Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the designated staff members of such observations.</li> <li>▪ Refraining from stereotyping when dealing with bullying.</li> <li>▪ Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.</li> <li>▪ Reporting any instances of bullying once they have been approached by a student for support.</li> <li>▪ Ensuring that the recording of incidents on CPOMS are accurate and timely.</li> <li>▪ Informing the safeguarding team of any incidents.</li> <li>▪ Informing parents/carers of any incidents.</li> </ul>
<p><b>Students</b></p>	<p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>▪ Informing a member of staff if they witness bullying or are a victim of bullying.</li> <li>▪ Not making counter-threats if they are victims of bullying.</li> <li>▪ Walking away from dangerous situations and avoiding involving other students in incidents.</li> </ul>

**Anti-Bullying**

	<ul style="list-style-type: none"> <li>▪ Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.</li> </ul>
<b>Parents and Carers</b>	<p>Parents are responsible for:</p> <ul style="list-style-type: none"> <li>▪ Informing their child’s Deputy Principal or teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.</li> <li>▪ Being watchful of their child’s behaviour, attitude and characteristics and informing the relevant staff members of any changes.</li> <li>▪ Not contacting the other child or their parents as this may escalate a situation.</li> </ul>
<b>Mental Health Lead</b>	<ul style="list-style-type: none"> <li>▪ The Mental Health Lead will understand how their role supports the process of incident management - specifically the support required for both the victim and perpetrator.</li> <li>▪ There is also a role in staff training for children with mental health difficulties.</li> </ul>
<b>Deputy Designated Safeguarding Lead</b>	<p>The DDSL is responsible for:</p> <ul style="list-style-type: none"> <li>• Keeping accurate records of bullying incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.</li> <li>• Analysing the data of incidents at half-termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.</li> <li>• Arranging appropriate training for staff members.</li> <li>• Corresponding and meeting with parents where necessary.</li> <li>• Providing a point of contact for students and parents when more serious bullying incidents occur.</li> </ul>
<b>SLT</b>	<p>The Principal is responsible for:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p>Deputy Principal is responsible for:</p> <ul style="list-style-type: none"> <li>▪ Analysing the data of incidents at half-termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.</li> <li>▪ Corresponding and meeting with parents where necessary.</li> <li>▪ Providing a point of contact for students and parents when more serious bullying incidents occur.</li> </ul>
<b>Directors</b>	<ul style="list-style-type: none"> <li>▪ Monitoring impact of policy through Principal reports.</li> </ul>

**Statutory Implications**

30. 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.

## Anti-Bullying

- 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.
31. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of students to be breached by failing to take bullying seriously. The Principal will ensure that this policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.
32. 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.

### Prevention

33. All members of the school will be made aware of this policy and their responsibilities in relation to it.
34. All staff members will receive training on identifying and dealing with the different types of bullying.
35. All types of bullying will be discussed as part of our PSHE and RSE curriculum.
36. Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference, and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g., lunch time clubs.
37. Seating Plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who can support them.
38. A safe place, supervised by a teacher, will be available for students to go to during free time if they feel threatened or wish to be alone. 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.
39. When a new student joins the school, a key adult will be responsible for the transition and to ensure no bullying takes place.
40. The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour.
41. 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.

### Signs of Bullying

42. Staff will be alert to the following signs that may indicate a student is a victim of bullying:
- Being frightened to travel to or from school
  - Unwillingness to attend school
  - Repeated or persistent absence from school
  - Becoming anxious, withdrawn, or lacking confidence



- Saying that they feel ill repeatedly
  - Decreased involvement in schoolwork
  - Leaving school with torn clothes or damaged possessions
  - Missing possessions
  - Asking for extra money or stealing
  - Cuts or bruises
  - Lack of appetite
  - Unwillingness to use the internet or mobile devices
  - Lack of eye contact
  - Becoming short tempered
  - Change in behaviour and attitude at home
  - Increase in mental health concerns
  - Avoiding certain areas in school
43. 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. Students who display these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. A referral to our MDT would be expected.
44. Staff will be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to them becoming more easily aggravated
  - They have low self-esteem or have felt powerless in situations previously
  - They have been the victim of abuse
  - Their academic performance has started to fall, and they are showing signs of stress
45. At School for Inspiring Talents these factors are common. Staff are fully trained to recognise these signs and are highly vigilant as we understand our students sometimes have a poor understanding of how their behaviour can negatively affect the mental health of their peers.

### Staff Principles

46. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
47. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one student towards another will always be challenged and will never be ignored.
48. If staff believe that there is a safeguarding concern, or a student is in danger then they will inform the DSL or DDSL immediately.
49. Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

### Child-on-Child Abuse

50. The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.
51. 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 and PSHE lessons, in line with the [Prevention](#) section of this policy.
52. 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

## Anti-Bullying

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.

53. 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. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to the Multi-Agency Safeguarding Hub (MASH) where the DSL/DDSL deems this appropriate in the circumstances.
54. The school's **Safeguarding and Child Protection Policy** outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

### Cyberbullying

55. 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.
56. 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
  - Creating fake profiles to imitate someone else

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

57. The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying.
58. 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.
59. 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
60. 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
61. Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the DSL/DDSL if their child displays any of the signs outlined in this section.
62. 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 with large audiences
  - **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

Anti-Bullying

- **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
63. 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.
64. 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 Regulation Policy** will be followed at all times.

**Procedures**

65. Children are encouraged to report incidents of bullying to a member of staff, a friend, an adult at home or through their classroom “worry box”.
66. Minor incidents will be reported to the victim’s class teacher and the safeguarding team who will investigate the incident and set appropriate restorative intervention for the perpetrator.
67. When investigating a bullying incident, the following procedures will be adopted:
- The victim, alleged perpetrator and witnesses are all spoken to separately to gain their views. All accounts of the incident will be recorded.
  - Members of staff will try to ensure that there is no contact between the students whilst interviews are taking place.
  - If a student is injured, members of staff will immediately take the student to a first aider for a medical opinion on the extent of their injuries.
  - A room is used that allows for privacy during interviews.
  - If appropriate, the alleged perpetrator, 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 Principal/ Deputy Principal 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 assigning blame.
  - All students involved are informed that they must not discuss the interview with other students.
68. Due to the potential for some specific forms of 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.

**Consequences**

69. If the Principal/ Deputy Principal confirms that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The perpetrator will be informed of how the situation will be resolved. Restorative approaches are always considered as the most effective actions.
70. If possible, the Principal/ Deputy Principal will attempt reconciliation and will obtain an apology from the perpetrator if they feel ready to do so. Apologies will not be forced as this would not change behaviour. Apologies 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 will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
71. Parents are informed of bullying incidents and what action is being taken.

## Anti-Bullying

72. 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.
73. The school will avoid unnecessarily criminalising students 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.
74. The Principal/ Deputy Principal informally monitors the students involved over the next half-term.
75. The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Therapeutic Behaviour Policy and consider the need to exclude.

### Support

76. In the event of bullying, victims will be offered the following support:
  - Emotional support and reassurance from their keyworker, teacher, DDSL or member of the MDT.
  - 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 to not 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).
77. The Deputy Principal 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 where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups where applicable.
78. Staff, particularly the DSL, DDSL and Mental Health Lead, will work with the victim to build resilience, e.g., by offering emotional therapy.
79. The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will receive appropriate support to assist with any underlying mental health or emotional wellbeing issues.

### Follow-Up Support

80. The progress of both the perpetrator and the victim will be monitored by their teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate.
81. Students who have been bullied will be offered ongoing support. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.
82. Students who have bullied others will be supported in one or more of the following ways:
  - Receiving a natural 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
83. Students who have been bullied will be assessed on a case-by-case basis and the DSL/DDSL will, if necessary, refer the victim of bullying to our Mental Health Lead in the MDT.
84. In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the Principal will look to transfer the student to another specialist setting - with the consent and involvement of the student's parents and the relevant local authority.

## Anti-Bullying

85. Where a student who has been the victim of bullying has developed such complex needs that alternative provision is required, the student, their parents and the Principal will meet to discuss the use of alternative provision.

### **Bullying Outside of School**

86. 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.
87. The Principal 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 Principal 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.
88. Teachers have the power to intervene and sanction 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.
89. Where bullying outside school is reported to school staff, it will be investigated and acted upon. 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.
90. The Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

### **Record Keeping**

91. The DSL/DDSL will ensure that robust records are kept on CPOMS 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.
92. The Principal, DSL and DDSL 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 students 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

### **Appeals Process for Bullying Incidents**

93. At all times, the school will seek to work with parents and students to ensure that incidents of bullying are dealt with to the satisfaction of all concerned.
94. If at this point an agreement cannot be reached, parents/carers can raise an appeal or complaint with the Principal.

### **Datasets**

- CPOMS Child-on-Child Abuse Data
- Attendance