

Newbold Church School

Anti-Bullying Policy v 4



Review: K.Passarelli (November 2025)

Approved: LTC November 2025

Signed: Chair of Governors

Signed: Headteacher

Next Review: November 2027

By nurturing academic achievement and social development in a supportive Christian environment, we will cherish individual talents and abilities, enabling everyone at our school to successfully fulfil their potential.”

Nurture

Encourage one another and build up each other, as indeed you are doing

1 Thessalonians 5:11

Cherish

Jesus said "Love one another. Just as I have loved you, you should also love one another."

John 13:34

Succeed

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up

Galatians 6:9



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Statement of intent

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

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

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

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at **Newbold Church School**.

1. 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
- DfE 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education 2025'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

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

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Remote Education Policy

2. Definition

2.1. For the purpose of this policy, "bullying" is 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 special educational needs (SEND).
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.
- Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
 - Pupils who are LGBTQ+, or perceived to be LGBTQ+.
 - Black, Asian and minority ethnic (BAME) pupils.
 - Pupils with SEND.

3. Types of bullying

3.1 Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

3.2 Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

3.3 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 (as amended) and Public Order Act 1986.

3.4 Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

3.5 Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

3.6 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.

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

3.8 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.

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

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

3.11 Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Statutory implications

4.1 Under the Equality Act 2010, Newbold Church School understands that 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.

4.2 Under the Human Rights Act (HRA) 1998, Newbold Church School understands that 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.

4.3 The National Association of Head Teachers has guidelines that head teachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the head teacher understands that they cannot do this without fully involving their teaching staff.

4.4 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 which conveys a message which is indecent or grossly

offensive, a threat, or 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 police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

5. Prevention

- 5.1 The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement (Statement of intent) which is regularly promoted across the whole school.
- 5.2 All reported, witnessed or investigated instances of bullying in the school are challenged by a member of staff.
- 5.3 Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- 5.4 All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons, collective worship and specific days and weeks celebrated as whole school.
- 5.5 All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.
- 5.6 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and extra curricula activities. Staff will encourage pupil 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.
- 5.7 Seating arrangements are organised and altered, in class helps to prevent instances of bullying.
- 5.8 Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 5.9 All members of the school community are made aware of Newbold Church School's Anti-Bullying Policy, and their responsibilities in relation to it.

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

5.11 A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, feel threatened, or wish to avoid a bully and spend time alone. 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.

5.12 Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

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

5.14 Newbold Church School will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

5.15 Newbold Church 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.

6. Signs of bullying

6.1 Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

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

- 6.3 Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.
- 6.4 In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to the pupil becoming aggravated
 - They have been the victim of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed
- 6.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, and anti-bullying lead who will investigate the matter and monitor the situation.

7. Staff principles

- 7.1 Newbold Church school staff ensure that prevention is at the forefront of the school's Anti-Bullying Policy and the school vision.
- 7.2 Staff treat reports of bullying very seriously.
- 7.3 Staff do and will not ignore signs of suspected bullying.
- 7.4 Unpleasantness from one pupil towards another is always challenged and never ignored.
- 7.5 Staff take action immediately; this applies to all staff, not solely teaching staff.
- 7.6 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 reason. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- 7.7 Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

8. Roles and responsibilities

8.1 The **Local Trust Committee** is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- 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 DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

8.2 The **head teacher** is responsible for:

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

8.3 The **Anti-Bullying Lead** and **Key Stage leads** 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.
- Providing training, with support of the head teacher, for all staff.
- Overseeing the recording of bullying incidents and monitoring these regularly on the school system.
- Working with pupils, to ensure pupils' voice is heard and supporting anti-bullying ambassadors with the role they have within school.
- Supporting staff with follow up work for pupils, and to work alongside families.
- The **Anti-Bullying lead** reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. This includes analysing any bullying data to establish patterns and reviews this policy in light of these.

8.4 **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 informing the pupil's heads of year of such observations.
- Refraining from 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.

8.5 **Parents** are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

8.6 **Pupils** are responsible for:

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

9. Child-on-child abuse

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

9.2 To prevent child-on-child 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, in line with the [Prevention](#) section of this policy.

9.3 All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- 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 and one that risks normalising abuse.
- 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.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

9.4 Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

9.5 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. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

9.6 All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

9.7 The school's Child-on-child Abuse 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. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10. Cyber bullying

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 pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories

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 views cyber bullying in the same light 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 **Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:**

- Avoiding use of the computer
- Being on their phone routinely

- Becoming agitated when receiving calls or text messages

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

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

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

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

10.8 Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will be encouraged report incidents of cyberbullying in person to a trusted member of staff. Pupils will be informed that, when reporting cyberbullying incidents, they should keep hold of the evidence, e.g. text messages, dates and times, and speak to the school before contacting the police about the incident unless there is a risk of immediate danger to them or someone else.

10.9 Offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who post it is known to the school, the headteacher will request they remove it directly.

10.10 The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

- 10 In accordance with the Education Act 2011, the school has the right to examine and deal with the any material found as appropriate e.g involving the DSL or police as required. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone provided there is good reason to do so.

11 Procedures

11.1 Minor incidents are reported to the pupil's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the head teacher of the incident and outcome.

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

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
- If a pupil is injured, members of staff administer first aid and record on School Pod the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, 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 head teacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

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

12 Sanctions

12.1 If the head teacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

12.2 The head teacher informs the pupil of the type of sanction to be used in this instance (reflection time, in-school exclusion, etc.) and future sanctions if the bullying continues.

12.3 If possible, the head teacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or

witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

12.4 The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

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

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

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

12.8 The class teacher and key stage lead informally monitors the pupils involved over the next half-term.

12.9 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 pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

13. Support

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

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
- The class teacher informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.

- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The school, particularly the DSL, anti-bullying lead, or nurture lead will work with the victim to build resilience, e.g. by offering emotional therapy.

13.1 Newbold Church School realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

13.2 Newbold Church School will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14 Follow up support

14.1 The progress of both the bully and the victim are monitored by their class teacher. One-on-one sessions to discuss how they are progressing may be appropriate.

14.2 If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

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

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

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

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

15 Bullying outside of school

15.1 Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

15.2 Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

15.3 The head teacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head teacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

15.4 The head teacher 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.

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

16 Keeping records

16.1 Report any incident of bullying on Arbor and via CPOMS.

16.2 Use the bullying drop down section in serious incident to report incidents.

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

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

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

17 Policy review

17.1 This policy is reviewed every two years by the head teacher and the Anti-Bullying lead.

17.2 The scheduled review date for this policy is November 2027.