

ANTI-BULLYING POLICY



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Ratified by Governing Board: July 2025 Due for Review: June 2026

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

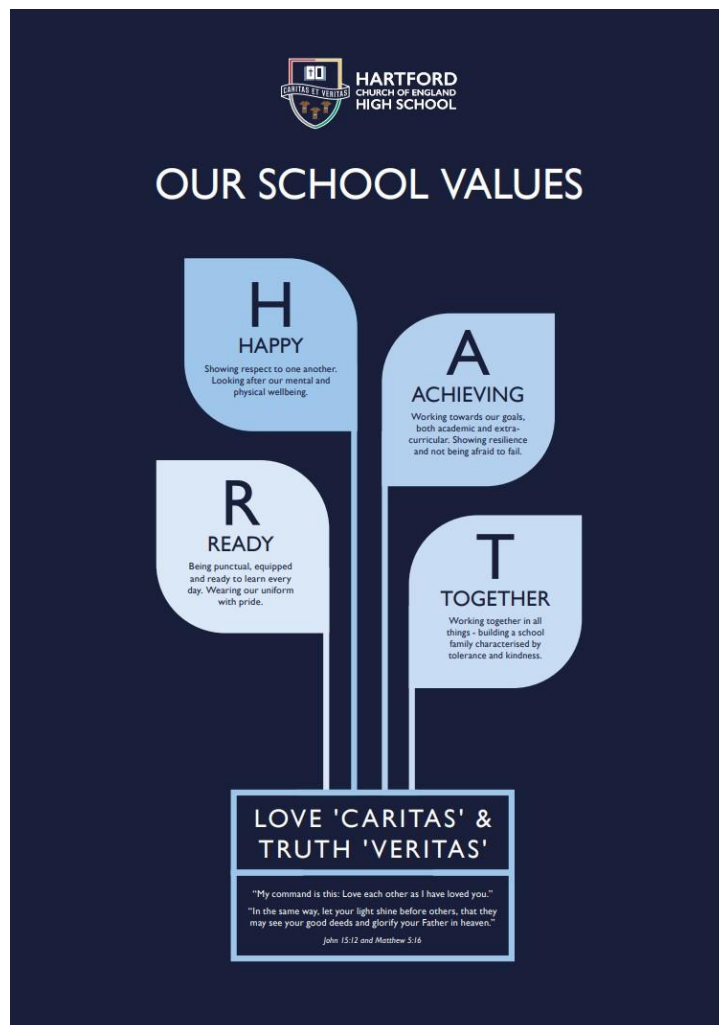
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

Introduction and aims:

At Hartford Church of England High School, we aim to create a culture of high expectations, empathy and forgiveness: an inclusive environment where all students have the opportunity to learn and develop in a school where they feel happy and supported. This means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

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

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

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

We wish and expect our students to be:

Happy - Show respect to one another and to our staff. Look after our mental and physical wellbeing.

Achieving - Work towards their goals, both academic and extracurricular. Show resilience and not be afraid to fail.

Ready - Be punctual, equipped and ready to learn every day. Wear their uniform with pride.

Together - Work together in all things - building a school family characterised by tolerance and kindness.

Students are encouraged to report incidents of bullying to a trusted adult or report it via email:

hart@hartfordhigh.co.uk

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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 (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) '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 and Attitudes Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy

2. Definitions

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. Bullying is generally characterised by the following:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time
- 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.

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
- students with caring responsibilities
- students from socioeconomically disadvantaged backgrounds

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 students
- students with SEND

3. Types of bullying

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.

Bullying is acted out through the following mediums:

- verbal
- physical
- emotional
- online (cyberbullying)

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.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

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

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.

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.

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.

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

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

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. Roles and responsibilities

The governing board is responsible for:

- evaluating and reviewing this policy to ensure that it does not discriminate against any students 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 on an annual basis
- 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 Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) have 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/DDSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively
- ensuring that students are taught how to keep themselves and others safe, including online

The Headteacher and Senior Assistant Headteacher in charge of Behaviour, Attitudes and Safeguarding are 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 a record is kept of all reported incidents on CPOMs, including which type of bullying has occurred, to allow for proper analysis of the data collected
- evaluating data relating to bullying on a regular basis to identify trends, so that appropriate measures to tackle them can be implemented
- arranging appropriate training for all staff members

The SAHT for behaviour is responsible for the implementation of this policy on a daily basis.

Members of the pastoral team are responsible for:

- managing and responding to incidents of bullying that occur in school
- preventing incidents of bullying occurring by identifying concerning patterns of behaviour or trends within a cohort/group of students or with an individual student
- corresponding and meeting with parents where necessary
- providing a point of contact for students and parents when bullying incidents occur

All staff are responsible for:

- being alert to social dynamics
- being available for students who wish to report bullying
- being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pastoral team of such observations
- refraining from 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

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 is involved in bullying in any way
- being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

Students 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 students in incidents
- informing a member of staff should they fall victim to cyberbullying

5. Statutory requirements

Hartford Church of England High School understands that, under the Equality Act 2010, it has a responsibility to:

- eliminate unlawful discrimination, harassment, including sexual 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

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 or, where appropriate, threats of such, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

Hartford Church of England High School will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the RSE and PSHE curriculum.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise abusive relationships and coercive control
- harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it

At Hartford Church of England High school, staff will encourage student cooperation and the development of interpersonal skills using group and pair work where appropriate within the curriculum. Diversity, difference and respect for others will be promoted and celebrated through tutor time activities and PSHCE sessions.

Opportunities to extend friendship groups and interactive skills will be provided through participation in Family activities and through special events, e.g. drama productions, sporting activities and other extracurricular groups

Seating plans will be carefully considered and regularly evaluated to ensure that incidences of bullying in class are rare, and all students have the opportunity to learn and thrive in an environment in which they feel safe and supported.

Before a new student joins the school, particularly when this happens in-year, the Transition and Primary Partnerships Lead will implement a strategy to prevent bullying from happening – this will include careful consideration of which tutor group to place the student in and assigning a buddy to the student who will support them in building friendships. The Transition and Primary Partnerships Lead will also check in with the new student weekly to discuss settling in and implement any further intervention.

7. Signs of bullying

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 or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school 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
- Lack of eye contact
- Becoming very emotional
- Change in behaviour and attitude at home

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 a significant number of these signs will be supported by a member of staff to determine the underlying issues causing this behaviour.

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 been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress
- Their behaviour in school or in the community is a cause for concern.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's Head of Year or the school's DDSL as appropriate, who will investigate the matter and monitor the situation.

8. Staff principles

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

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 and will always log this on CPOMS. Unpleasantness from one student towards another will always be challenged and will never be ignored. A range of sanctions can be put in place against any perpetrator, dependent on the circumstances and severity of any incident once this has been fully investigated. Equally, the victim can be supported through a range of measures, too.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-child abuse

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

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 PSHE lessons, in line with the 'Prevention' section of this policy.

All staff will:

- be aware that students of any age and gender are capable of abusing their peer
- 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 and inappropriate touching. Dismissing or tolerating such behaviours risks normalising them

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

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 Integrated Access and Referral Team (i-ART) and potentially the police, where the DSL/DDSL deems this appropriate in the circumstances.

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

Hartford Church of England High School’s Child Protection and Safeguarding 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 the Child Protection and Safeguarding Policy.

10. Cyberbullying

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.

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. Snapchat, WhatsApp, Facebook.

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

Hartford Church of England High School has a zero-tolerance approach to cyberbullying. We view cyberbullying with the same severity as any other form of bullying and staff will follow the sanctions set out in this policy if they become aware of any incidents.

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

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 continually
- Becoming agitated when receiving calls or text messages

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.

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 school if their child displays any of the signs outlined in this section.

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

Staff and students 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 the pastoral team through CPOMS for the incident to be investigated and support to be provided. Students will report incidents to a trusted member of staff. Incidents can also be reported on the hart@hartfordhigh.co.uk email address.

Where offensive content is posted online targeting a staff member or student, 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 has posted it is known to the school, the school will request they remove it directly.

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 this policy.

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.

11. Procedures

All incidents of bullying will be and logged on CPOMS. The incident will be reported to the victim's Head of Year, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the DSL and SAHT in charge of Behaviour, Attitudes and Safeguarding of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed.
- A room is used that allows for privacy during interviews
- Witnesses will be identified and questioned
- The alleged perpetrator, the victim and witnesses are asked to write down details of the incident; a statement may be taken that they will sign
- The pastoral team 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 until the investigation is complete
- All students involved are informed that they must not discuss the interview with other students.

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.

12. Sanctions

If a member of the pastoral team is satisfied 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. A member of the pastoral team will inform the perpetrator of the type of sanction to be used in this instance which will be determined by senior pastoral leaders and, where necessary, the Headteacher. When a serious incident of bullying occurs, a student will be placed in the Alternative to Suspension Room (ASR) either instead of or following a suspension.

If possible, members of the pastoral team will attempt reconciliation and will obtain an apology from the perpetrator. 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 will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken. There is no place for bullying at Hartford Church of England High School.

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.

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. As such, reparation and education opportunities are provided to the perpetrator.

The Head of Year will informally monitor all students involved in bullying over the months following any incident.

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 Suspensions and Exclusions Policy.

13. Support

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 Senior Assistant Headteacher – Behaviour, Attitudes and Safeguarding 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.

Staff, particularly the Head of Year and form tutor, will work with the victim to build them up and support their resilience which may have been knocked by instances of bullying e.g. by offering emotional support.

The school will acknowledge that bullying may be an indication of underlying mental health issues. The pastoral team will consider the most appropriate support for the perpetrator to aide them in changing and understanding their behaviour.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate.

Students who have been bullied will be offered continuous support. The victim will be encouraged to tell a trusted adult in school if bullying is repeated and to use hart@hartfordhigh.co.uk

Students who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions; this could be a serious sanction depending on the nature of the bullying
- 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.

Students who have been bullied will be assessed on a case-by-case basis and the school will, if necessary, refer the victim of bullying for further mental health and wellbeing support.

In cases where the effects of bullying are so severe that a student cannot successfully reintegrate back into the school, the headteacher and DSL will look to provide an extended step-out to another mainstream school.

Where the impact of the bullying by the perpetrator on the victim is so serious, the perpetrator may be directed to attend another educational setting.

15. Bullying outside of school

Staff are 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.

The headteacher has a specific statutory power to sanction 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.

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

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 sanction the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. preventing a student from attending a school trip.

The headteacher and Senior Assistant Headteacher 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.

In certain instances when the school aren't involved but a serious incident of a criminal nature has occurred the school will encourage parents to report this to the police themselves. In order to keep students and staff safe, serious sanctions may be put in place by the Headteacher where necessary.

16. Record keeping

The DSL/DDSL 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 headteacher and DSL/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
- responding to any complaints about how cases have been handled
- adapting and developing the school's anti-bullying strategy

17. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is June 2026.

Date approved by Governing Board: 14/07/2025

Applicable from: 14/07/2025

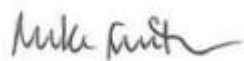
Signed by

Headteacher:



Date: 14/07/2025

Chair of Governors:



Date: 14/07/2025