



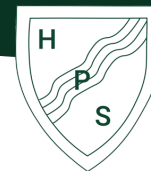
# Policy Document

Halling Primary School

## Anti-Bullying

March 2026

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## Statement of Intent

At Halling Primary School, we believe 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.

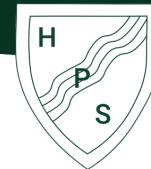
These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines 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 pupils. These measures are part of the school's Behaviour for Learning Policy, which is communicated to all pupils, school staff and parents.

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

At Halling, we accept that:

- every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected,
- every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination,
- every pupil in the school community has the right to equal access to a curriculum that meets their needs,
- learning is the entitlement and responsibility of every member of the school community,



- every member of the school community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating,
- every member of the school community has the responsibility to treat others with respect.

It is the responsibility of every member of the school community to address and/or report all incidents of bullying.

## Policy Aims

This policy aims to outline how we address and act on instances of bullying whilst including the preventative procedures and measures we have in place to prevent bullying. It will be informed by relevant legislation and guidance such as the Education and Inspections Act 2006, The Equality Act 2010 and the DFES guidance 'Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies 2017'.

## Definitions

### What is bullying?

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual either verbally, physically or emotionally. Bullying can take many forms and can often be motivated by prejudice against particular groups.

At Halling Primary School, we recognise bullying as behaviour that is generally characterised by:

- **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.



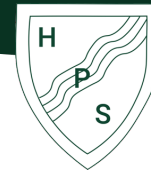
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable 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.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQIA+ or perceived to be LGBTQIA+.
- Black, Asian and minority ethnic pupils.
- Pupils with SEND.

At Halling Primary School, all staff are trained to recognise signs of bullying and intimidation and have clear pastoral and behavioural systems in place to support both the victim and the perpetrator. Bullying at Halling is repeated incidents perceived by the victim or anyone else as bullying. This definition is designed to ensure that the school takes full account not only of what the victim says but also the perceptions of those who have witnessed the incident, reported it, or are aware of the circumstances. This means that if any person feels that an incident is motivated by bullying, then it should be recorded as such and, as with all incidents, properly investigated.



## Types of Bullying

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.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Physical bullying is when an individual uses their own body and physical bodily acts (such as kicking, hitting, punching, pinching) to exert power over their peers.

### What is sexual bullying?

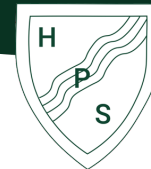
Sexual bullying is bullying that has a physical, psychological, verbal or nonverbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

### What is sexist bullying?

Sexist bullying is bullying that is based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. It may sometimes be characterised by inappropriate sexual behaviours.

### What is ableist bullying?

Bullying behaviour that focuses 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.

## What is homophobic and biphobic bullying?

Bullying another person because of their actual or perceived sexual orientation.

## What is racist bullying?

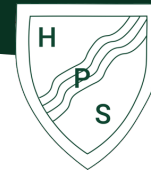
Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

## What is transphobic bullying?

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles. What is relational bullying? Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

## What is prejudicial bullying?

Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues. What is 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.



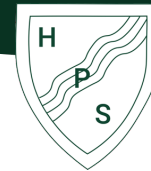
## Roles and Responsibilities

**The Governing Board** 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 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,
- 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.

The **Headteacher** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures,
- Overseeing all reported incidents on CPOMS and or Arbor, 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,
- Corresponding and meeting with parents where necessary,
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.



**Teachers** are responsible for:

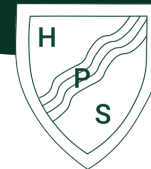
- Being alert to social dynamics in their class,
- Being available for pupils who wish to report bullying,
- Providing follow-up support after bullying incidents,
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the Senior Leadership Team (SLT) 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,
- Recording all reported incidents of bullying on CPOMS and or Arbor, once they have been approached by a pupil for support.

The **Pastoral Lead** is responsible for:

- Offering emotional support to victims and perpetrators of bullying,
- Alerting the relevant members of SLT or teachers regarding any incidents of bullying.
- Updating CPOMS or Arbor records of any reported bullying incidents.

**Parents and carers** are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics, including online use and informing the relevant staff members of any changes.
- Working with the school and the local community to address issues beyond the school gates that give rise to bullying.



- Working with the school to role model positive behaviour for pupils, both on and offline.

**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.



## Statutory Implications

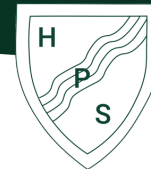
The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations between people who share a protected characteristic and people who do not share it.

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

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,



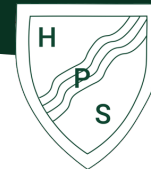
obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- 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

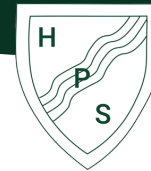
At Halling Primary School, we aim to be proactive rather than reactive in our approach to anti-bullying. All staff members are able to recognise, identify and deal with the different types of bullying. Here are some of the ways in which we promote an inclusive environment that promotes equal opportunities and, values and respects diversity.

- Staff engage in weekly safeguarding quizzes and scenarios which encourage them to identify signs and symptoms of different types of abuse, including bullying.
- All types of bullying will be discussed as part of the RSE curriculum and in line with the PSHE Policy and RSE Policy.
- Staff encourage pupil cooperation and the development of interpersonal skills using group and paired work.
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- If required, a safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be 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.

- Staff are taught to challenge practice and language (including banter), which does not uphold Halling's Core Values.
- Weekly celebration assemblies enable children to share successes and achievements. • An effective pastoral system supports Halling's most vulnerable and is also accessible to all children and families across the school.
- An 'open door' policy operates, allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- All classrooms have a Think Box and Bubble Time, which provides an additional opportunity for pupils to talk to an adult.
- Strong links are forged with external agencies and professionals.
- There is a commitment to developing and embedding a whole school approach to mental health and wellbeing. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.
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## Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil 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 school work,
- 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,
- Emotional based school avoidance.

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. Pupils who display a significant number of these signs will be approached 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 pupil 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 showing signs of stress.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation. The Safeguarding Team will also be notified via CPOMs.



## Staff Principles

At Halling, we ensure that prevention is a prominent aspect of our 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. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

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

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 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.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally serious regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster



a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns, 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), where the DSL deems this appropriate in the circumstances.

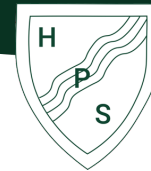
More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

## 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 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.

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.

At Halling, we have a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils 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 pupil is being cyberbullied:

- Avoiding use of the computer,
- Being on their phone routinely,
- Becoming agitated when receiving calls or text messages.

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,

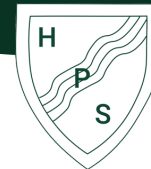


- Spending excessive amounts of time on the computer or mobile phone,
- Becoming upset or angry when the computer or mobile phone is taken away.

Parents and carers will also be invited to attend regular training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the Headteacher 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 – 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.



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 the Sanctions and Support sections of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' 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/carer consent to search through a young person's mobile phone.

## Procedures

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 pupils being interviewed, including electronic communication,
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries,
- A room is used that allows for privacy during interviews,
- A witness is used for serious incidents,
- 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 Headteacher , or Senior Leader, will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc.



- 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 pupils involved are informed that they must not discuss the interview with other pupils.

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.

## Sanctions

If the Headteacher 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. The Headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. loss of playtime/ lunchtime or loss of extra-curricular activities such as clubs, and a restorative approach will be followed as stated in our Behaviour for Learning policy.

If possible, the Headteacher or Senior Leader, 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/carers are informed of bullying incidents and what action is being taken.



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 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.

The SLT informally monitors the pupils involved over the next half-term.

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 Suspensions and Permanent Exclusions Policy.

## Support: Responding to Bullying

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

- Emotional support and reassurance from the Pastoral Lead,
- Reassurance that it was right to report the incident and that appropriate action will be taken,
- Liaison with their parents/carers 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/carer 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/carers to evaluate their online habits and ageappropriate advice on how the perpetrator might be blocked online,
- Discussion with their parent/carer 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 Headteacher 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 by joining lunchtime or after-school clubs or activities.

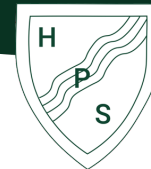
Staff, particularly the Pastoral Lead and DSL, will work with the victim to build resilience.

The school will acknowledge that bullying may be an indication of underlying issues. Perpetrators will be encouraged to attend emotional wellbeing sessions.

## Follow-Up Support

The progress of both the perpetrator and the victim will be monitored by the SLT. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence may be arranged with parents/carers, one month after the incident.

Pupils who have been bullied will be offered continuous support. The Pastoral Lead or DSL will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the SLT and victim are confident the bullying



has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated. Trusted adults at Halling wear 'rainbow' lanyards.

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

- Receiving a 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/carers.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to external agencies for further support.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents/carers.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents/carers, the Headteacher, Pastoral Lead and DSL will meet to discuss the use of alternative provision.



## Bullying Outside of School

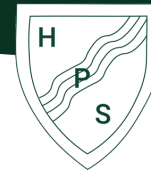
Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

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

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

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 pupil on school premise or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. 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.

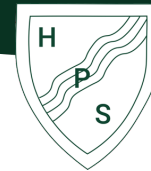


## Record Keeping: CPOMs and Arbor

The DSL and Pastoral Lead 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 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.



## Useful Links and Supporting Organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)