Anti-Bullying Policy

Title:	Anti-Bullying Policy	
Prepared By:	Mr D Jaggon, Acting Director of Pastoral Care	January 2024
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Statement of intent

We believe that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and an eternal destiny. As a Catholic school, our aim is to promote the dignity and wellbeing of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment. We aim to provide our students with the personalised 'deep learning' which will help them to gain the skills, knowledge and understanding of self, others and the world, which they will need for a fulfilled and happy adult life. Above all, our aim is to instil in our children Christian values and a love of God and his Son, Jesus Christ, so that they will become principled citizens and witnesses to the Gospel, who will contribute to the common good of society.

Saint Gregory's School believes that all students 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 students. These measures are part of the school's Behaviour for Excellence Policy, which is communicated to all students, school staff, parents and carers.

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

1. Legal framework

1.1. This policy has due regard to all relevant legislation 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 (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'

1.2. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy operates in conjunction with the following school policies:

- Behaviour for Excellence Policy
- Online Safety and Social Media Policy
- Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Relationship and Sex Education Policy
- Spiritual and Moral Development Policy

2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

2.2. For the purpose of this policy, "harassment" is defined as unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. The relevant protected characteristics are age, disability, gender identity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. Unlike bullying, harassment can be an act of behaviour through which there is no clear intent to cause the person suffering.

2.3. 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.

2.4. Vulnerable students are sometimes 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.

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

- Students who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) students.
- Students with SEND.

3. Types of bullying

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

3.2. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyberbullying)

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

3.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' 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/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, e.g. SEND 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. Roles and responsibilities

4.1. The governors are 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 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 students are taught how to keep themselves and others safe, including online.

4.2.   The Director of Pastoral Care 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. Reporting on these at SLT meetings and presenting to Governors three times per year;
- arranging appropriate training for staff members.

4.3.   Heads of Year are responsible for:

- corresponding and meeting with parents and carers where necessary;
- providing a point of contact for students and parents, when more serious bullying incidents occur.

4.4.   Teachers are responsible for:

- being alert to social dynamics in their class;
- being available for students who wish to report bullying;
- providing follow-up support after bullying incidents;
- being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's Head of Year of such observations;
- refraining from gender stereotyping when dealing with bullying;
- understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying;
- reporting any instances of bullying once they have been approached by a student for support.

4.5.   The Pastoral Support Manager, Damascus Room supervisor and the Behaviour Support workers are all responsible for:

- offering emotional support to victims of bullying;
- alerting the relevant Heads of Year regarding any incidents of bullying.

4.6. Parents are responsible for:

- informing their child's Head of Year or Tutor 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 and informing the relevant staff members of any changes.

4.7. 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;
- keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5. Statutory implications

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

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

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

5.3. The Director of Pastoral Care will ensure that this policy complies with the HRA; the Director of Pastoral Care understands that they cannot do this without fully involving their teaching staff.

5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

6.1. The school 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 reported or investigated instances of bullying will be investigated by a member of staff.

6.2. 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.

6.3. 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.

6.4. Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

6.5. Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who do not abuse or take advantage of others.

6.6. A safe place, supervised by a teacher, will be available for students to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

6.7. Students deemed vulnerable will meet with their tutor on a monthly basis, where appropriate, to ensure any problems can be actioned quickly. Tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

6.8. Before a new student joins the school, particularly when this happens in-year, the student's Tutor and the DSL will implement a strategy to prevent bullying from happening – this will include giving

the student a buddy to help integrate them into the school. Where a new student is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

6.9. The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour.

6.10. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

7.1. 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
- 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

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 approached by a member of staff to determine the underlying issues causing this behaviour.

7.2. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated.
- They have been the victim of domestic abuse.
- Their academic performance has started to fall, which has meant they are stressed.

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

8. Staff principles

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

8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

8.3. Unpleasantness from one student towards another is always challenged and never ignored.

8.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

8.5. Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

8.6. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Child-on-child abuse

9.1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual 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 students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons

All staff will:

- Be aware that students 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.

9.3. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

- 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.

9.4. 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 children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

9.5. 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.

9.6. 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 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. Facebook

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

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

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

10.4. 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 student is being cyberbullied:

10.5. 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 their line manager or the Headteacher for the incident to be investigated and support to be provided. Students will report incidents to a trusted member of staff.

10.6. 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 Headteacher will request they remove it directly.

10.7. 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.

10.8. In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

11. Procedures

11.1. Minor incidents are reported to the victim's Tutor, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the Head of Year in writing 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 students being interviewed, including electronic communication.

- If a student is injured, members of staff take the student immediately to the Medical Response Office/School Nurse 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 bully, 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.
- 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 students are informed that they must not discuss the interview with other students.

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

12. Sanctions

12.1. If the Director of Pastoral Care or Headteacher is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

12.2. The Director of Pastoral Care or Headteacher informs the student of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

12.3. If possible, the Director of Pastoral Care or Headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

12.4. The perpetrator is made to realise, by speaking once per week with a member of the pastoral support team, that some students do not appreciate the distress they are causing, and that they should change their behaviour.

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

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

13. Support

13.1. If the student visits any member of the Pastoral Team, they will informally check whether the bullying has stopped.

13.2. For a month after the initial complaint of bullying, the Tutor holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

13.3. The Head of Year holds 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 Head of Year and victim are confident the bullying has stopped.

13.4. If necessary, group dynamics are broken up by members of staff by assigning places in classes or changes in tutor groups.

13.5. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

13.6. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

13.7. The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

13.8. The 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.

13.9. The 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 Tutors.

14.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

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

14.4. Students who have been bullied are supported in the following ways:

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

14.5. Students who have bullied others are 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.

14.6. Students 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 CAMHS.

14.7. In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the Headteacher and DSL will look to transfer the student to another mainstream school.

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

15. Bullying outside of school

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

15.2. 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.

15.3. 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.

15.4. 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. on a school trip.

15.5. The 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

16. Record Keeping

16.1. 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.

16.2. 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 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.

16.3. This policy is reviewed every two years by the Director of Pastoral Care and the DSL.

17. Monitoring and review

17.1. 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.

Bullying Report Form (to be recorded on central spreadsheet)

This form will be sent to the Director of Pastoral Care upon completion.

Personal details	
Name of person reporting incident:	
Name of student(s) being bullied:	
Gender:	
Year Group:	
Tutor Group:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?

Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?