Teal Salmon Butty

Inspire - Enable - Achieve

The Vale Federation

Pupil Anti-Bullying Policy

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Date policy to be reviewed: September 2027

Signed:

_____ Principal Date 29th September 2026

David J Perrce
_____ Chair of Governors Date 30th September 2026

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Statement of intent

The Vale Federation believes that all pupils are entitled to learn in a supportive, caring, and safe environment without fear of being bullied. This means being free from all forms of bullying behaviour. We aim to promote a consistent approach and create an environment in which all types of bullying are considered unacceptable. We are committed to providing a caring, friendly and safe environment for everyone so that everyone can learn or work in a relaxed, secure and safe environment.

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. At our schools, staff take a proactive approach to supporting children and young people who may be having difficulties with their peers. Developing social communication and interaction skills are a focussed and integral part of our curriculum.

The policy should be interpreted considering the range and complex needs of some of our pupil population.

Aims

We aim to:

- Involve parents, carers, pupils and staff in the prevention of bullying
- Regularly update our approach to take account of developments in technology
- Intervene wherever needed
- Create an inclusive and safe environment
- Use specialist organisations and resources for help whenever needed
- Provide effective staff training and involve community agencies such as police and children's services whenever needed
- Make it easy for pupils to highlight if they are being bullied or feel uncomfortable with the actions of others towards themselves.

Some pupils may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, children and young people within the school who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at our schools have a duty to not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to instances of bullying behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education 2025'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education Policy (Booker Park School)
- Relationship and Sex Education Policy (Stocklake Park School)
- Remote Learning 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:

- **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.

Many of our pupils are likely to be unaware that certain behaviours have the characteristics of bullying and are socially unacceptable. It is possible that one pupil may develop an obsession with another which may cause distress or anxiety. Such behaviours might include wanting to be near the 'target' pupil or having an interest in making physical contact with that pupil such as touching and may include potentially harmful behaviours such as kicking, pinching or throwing objects. Staff have a duty to be vigilant and alert for these behaviours and share with other members of staff, including staff on duty at playtimes and lunchtimes. 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.

3. Types of bullying

In our schools it is important to be aware that due to a child's cognition levels, some may present in a way that could be mistaken for bullying, but the child may not have the level of cognition to be with intention.

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)

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

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 pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Principal 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.

Heads of School are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Reviewing all reported incidents on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysis any data for trends on a termly basis so that appropriate measures can be implemented
- Ongoing appropriate training for staff.

Staff are responsible for:

- Being alert to social dynamics in their class.
- Logging incidents on CPOMS.
- Providing follow-up support after bullying incidents.

- Support the targeted child, particularly as he or she may have difficulty communicating their experiences. The pupil should be able to communicate in their preferred mode, e.g. PECS, Makaton, signing, speech or an AAC. Support to say or sign 'no' to help to become more assertive.
- Staff will remain alert to the potential bullying pupils could face.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Some pupils may seek attention and use behaviours towards another pupil to get this. Staff to redirect attention away from that behaviour to a new activity.
- Some pupils emit behaviours to receive a sensory input. For example, a pupil may bite another because they are reinforced by the sensation of biting. Staff to offer chewy or sensory ball to provide the same sensory input.

Parents are responsible for:

- Informing their child's Teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Working with the school to help resolve any issues.

Pupils (where able) 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.

5. Statutory implications

The 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.

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 Principal will ensure that this policy complies with the HRA; the Principal understands that he cannot do this without fully involving the 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.

6. Prevention

The school values are promoted in all our work with children and young people, staff emphasise the importance of developing social skills, including good behaviour and respect for the feelings of others. Where children have difficulties, staff aim to help them develop an awareness of why particular behaviours are valued socially and what is appropriate. Our curriculum builds on this through activities which include PSHE, PE, break time, language and communication sessions and group work to develop an ethos of co-operation and respect for everyone.

All members of the school will be made aware of this policy and their responsibilities in relation to it. Staff are important role models for our pupils.

Where appropriate for age, level of cognition and SEN:

Booker Park School - All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Sex Education Policy.

Stocklake Park School - All types of bullying will be discussed as part of the RSE education curriculum, in line with the Relationships,Sex and Health Education (RSHE) Policy.

This curriculum will explore and discuss issues at a development and 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.

Staff will encourage pupil cooperation and the development of interpersonal skills. 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, sporting activities and clubs.

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.

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

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 enjoyment in school
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Change in behaviour and attitude in school and at home

Some of the above may not be due to bullying but other needs but it is important to log any concerns on CPOMS.

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.

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 as appropriate.

9. Child-on-child abuse

Pupils with ASD are likely to be unaware that certain behaviours have the characteristics of bullying and are socially unacceptable. It is possible that one pupil may develop an obsession with another which may cause distress or anxiety. Such behaviours might include wanting to be near the 'target' pupil or having an interest in making physical contact with him/her, such as touching a particular part of his or her body or potentially harmful behaviours such as kicking, pinching or throwing objects.

Staff have a duty to be vigilant and alert to these behaviours. for example, the pupil who is the target may show fear or anxiety when he/she sees the child/young person who targets him/her. This information must be shared with other members of staff as soon as possible, particularly with those on duty during playtimes and lunchtime.

A concern of bullying will be logged on CPOMS.

It is important to support the target of bullying behaviour, particularly as he or she may have difficulty communicating their experiences. The pupil should be able to communicate in their preferred mode, e.g. PECS, Makaton, signing, speech or an AAC. Social skills training may help him or her to become more assertive, to show less anxiety and say or sign "No".

Attention seeking behaviours

Some pupils with ASD may seek attention. For them, to use a behaviour directed against another pupil is a way of achieving this attention. Adult intervention could potentially reinforce this potential bullying behaviour. The strategy should be to break the cycle to eliminate the reinforcement of the behaviour.

The school's Child Protection Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. 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.

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.
- 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 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.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

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

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. Cyberbullying

Cyberbullying is a different form of bullying and can happen at all times in the day, with a potentially bigger audience, and more accessories as people forward on content with one click.

Any incidents of potential cyberbullying should be reported on CPOMS.

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.

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.

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 will also be invited to attend **annual** training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the Head of School if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Learning Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

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

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

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

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

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

11. Procedures

Minor incidents will be reported through CPOMS, alerting the Head of School, who will investigate the incident and take appropriate action.

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

The school will apply disciplinary measures to pupils who bully in order to show clearly that this behaviour is not appropriate. Disciplinary measures must be applied fairly, consistently and take into account the SEN of the pupil. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.

If possible, the Head of School will attempt reconciliation and will obtain an apology from the perpetrator. This will be in an appropriate way with agreement.

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

The Teacher 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 Suspension and Exclusion Policy.

13. Support

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

- Emotional support and reassurance from staff

- 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)

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

The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their teacher.

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. If appropriate, follow-up correspondence will be arranged with parents **one month** after the incident.

Pupils who have been bullied will be offered continuous support. The 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 head of year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

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

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 CAMHS.

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

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

15. 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 Principal has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 90 and 91 of the Education and Inspections Act 2006 gives the Principal 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 sanction pupils 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 discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Principal 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.

16. Record keeping

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

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled

17. Monitoring and review

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