




# **Pennine Academies Yorkshire**

## **Anti-Bullying Policy**

## POLICY HISTORY

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## KEY AMENDMENTS TO THIS POLICY

March 2024

This policy has been converted to the new Trust policy format and all links to legislation and guidance have been checked. There are no substantive changes to content.

November 2024

This policy has been amended to include further information about types of bullying and clarity added to the support and symptoms sections.

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## 1. STATEMENT OF INTENT

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

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

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour 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 policy for bullying at the school.

## 2. LEGAL FRAMEWORK

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

- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Protection from Harassment Act 1997](#)
- [Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)
- [Communications Act 2003](#)
- [Human Rights Act 1998](#)
- [Crime and Disorder Act 1998](#)
- [Education Act 2011](#)
- [DfE \(2017\) 'Preventing and tackling bullying'](#)
- [DfE \(2018\) 'Mental health and wellbeing provision in schools'](#)

- [Keeping children safe in education](#)
- [DfE \(2020\) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)

This policy operates in conjunction with the following school policies:

- Behaviour/Relationships Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships (Sex) and Health Education Policy
- Exclusion Policy
- Safeguarding and Child Protection Policy

### 3. 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 can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). 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 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. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.

- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

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

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic pupils.
- Pupils with SEND.
- Pupils who are in care, adopted or who have caring responsibilities

Bullying usually involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone); derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate individuals or groups. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically, socially or online.

Bullying can be:

### **Physical harm**

pushing, kicking, punching, pinching or any form of violence

### **Verbal abuse**

name-calling, sarcasm, spreading rumours and persistent teasing

### **Cyber bullying**

sending harmful, or cruel, text or images using any area of the internet or mobile phones

### **Emotional abuse**

tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, and demanding money

### **Homophobic abuse**

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

Unwanted physical contact, abusive comments, particularly related to sexuality. Using words such as 'gay' in a derogatory way

### **Transphobic bullying**

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles. Unwanted physical contact and abusive comments, particularly in relation to sexuality or gender assignment

### **Sexist bullying/ Sexual abuse**

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. 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 and can include abusive comments, particularly related to gender or possibly reputational labelling as well as unwanted physical contact and abusive comments, particularly of an inappropriate sexual nature. Could be online and involve the sharing of unwanted images or messages, often known as 'sexting'; sharing of images that the provider believed were private or because they believed they were in an intimate relationship

### **Racist abuse**

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. This may include racial taunts or jokes, graffiti, gestures, making fun of customs, music and accents. Refusing to work with someone of a different cultural background and use of slang names for a group of people defined by race or culture (even if these are apparently used by the group themselves in popular music culture)

### **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.

### **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.

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. More minor incidents include:

- name calling and looks
- one student intimidating another in order to copy work,
- spoiling another student's work
- groups of students isolating another by not letting him or her join in

## **4. ROLES & RESPONSIBILITIES**

The Board of Trustees 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 trustees 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 trustee 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 headteacher/CEO 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.
- Ensuring all incidents of bullying are recorded, including which type of bullying has occurred, to allow 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.
- Receive appropriate training.

Phase leaders 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.
- Receive appropriate training.

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 senior leaders of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Receive appropriate training.

Parents are responsible for:

- Informing their child's teacher/phase leader if they have any concerns that their child is the victim of bullying or involved in bullying in any way.

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

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.

## 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 headteacher/CEO will ensure that this policy complies with the HRA; the headteacher/CEO 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.

## 6. PREVENTION

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

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

This 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.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. 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.

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.

Pupils deemed vulnerable, as defined in section two, will meet with their teacher/phase leader on a monthly basis, where appropriate, to ensure any problems can be actioned quickly. Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

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.

### **Self-referral**

Children must feel confident that, if they feel unsafe or that they are being bullied, they can come forward and will be listened to. Any child can come forward to speak with any member of staff. All self-referrals must be recorded with actions taken and families must be contacted. In most cases, the member of staff that the referral is made to a member of the senior leadership team who will decide on the appropriate course of action in conjunction with the Headteacher.

## **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
- Withdrawn, isolated behaviour
- 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
- Missing dinner money
- Asking for extra money or stealing

- Missing possessions with no explanation
- Cuts or bruises
- Lack of appetite or changes in habits around eating
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- Self harm
- Difficulties sleeping
- Bullying other students

#### Cyber bullying specific

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

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 are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, who will investigate the matter and monitor the situation. Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the student involved. Non-intervention condones the bullying. Staff must never ignore so called 'banter' between groups or individuals.

## 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. 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.

## 9. CHILD ON CHILD ABUSE

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

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate 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 as 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.

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 Safeguarding and Child Protection Policy.

## 10. CYBER-BULLYING

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 (including child on child) 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
- 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. Snap Chat, TikTok, etc

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

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

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 headteacher/CEO if their child displays any of the signs outlined in this section.

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 consent to search through a young person's mobile phone. In these cases,



the school's Searching, Screening and Confiscation Policy will be followed at all times.

## 11. PROCEDURES

Minor incidents will be reported to the victim's teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the senior leadership team of the incident and outcome via CPOMS.

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

- The victim, alleged perpetrator and witnesses are all interviewed separately and in private with notes taken by another member of staff
- 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 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
- In the case of a cyberbullying incident evidence may be gathered such as; text messages, emails, photos, etc. provided by the victim
- 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.

Following any incident, parents of both bullies and victims should be made aware of the situation and how their actions could help. Parents should be involved at an early stage whenever it appears that there may be a problem. At times, restorative meetings involving parents can be used; however, these must be handled with skill and with the consent of all parties.

## 12. SANCTIONS

If the headteacher/CEO 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/CEO will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues. Parents are informed of bullying incidents and what action is being taken.

If possible, the headteacher/CEO will attempt reconciliation and will obtain an apology from the perpetrator, but only with the victim's full consent. Victims will never feel pressured into a face-to-face meeting with the perpetrator.

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. School will cooperate with any police investigation and support both pupils and parents of all parties should the police become involved.

Pupils interactions will be informally monitored 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 school 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

- Where appropriate, advice on aspects of online safety, to prevent re-occurrence, including discussions with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parents on whether the school will involve police (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents). The school will remain impartial regarding a parent's decision to contact the police.

The headteacher/CEO 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.

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

### **Follow-up support**

The progress of both the perpetrator and the victim will be monitored by their teachers. 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 senior leadership 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 headteacher/CEO 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 headteacher/CEO and DSL will meet to discuss the use of alternative provision.

## 14. BULLYING OUTSIDE 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 and the Child-on-child Abuse Policy.

The headteacher/CEO 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/CEO 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, 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 headteacher/CEO 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.

## 15. RECORD KEEPING

The DSL and headteacher 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/CEO 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.