Policy: Anti-Bullying Policy

1. Introduction

1.1 Cirencester Deer Park School 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.

1.2 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. This is explicit within our school standards which are reviewed every 3 years in a consultation led by pupils (section 3.4).

1.3 The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour for Success Policy, which is reviewed annually by the school's local governing body, published on the school's website and communicated to all pupils, parents and school staff through meetings and training events.

1.4 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

2.1. 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE 2018 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2.2   This policy should be read in relation to all other school and Trust policies and with specific reference to:

- The Behaviour for Success Policy
- The Corinium Education Trust's Exclusions Policy
- The Equality Policy
- The Safeguarding and Child Protection Policy
- The Special Educational Needs Policy
- The Relationships and Sex Education and Health Education Policy
- The IT Acceptable Use Policy
- The Home/School Agreement

3.   Rationale

3.1.   In order for pupils to fulfil their potential both academically and socially we want to ensure the safety and wellbeing of all pupils at Cirencester Deer Park School. The school believes in an 'inclusive approach' for all children. Any barriers to their learning or development need to be minimised. We recognise that some social barriers can impact on pupils' behaviour and may lead to bullying. However, bullying will not be tolerated at Cirencester Deer Park School

3.2   Bullying must be dealt with seriously. School years are crucial years and intimidation can create barriers to personal, social and academic development by inhibiting confidence and causing undue stress,

3.3   By challenging behaviour that leads to bullying effectively, we will ensure safety, promote wellbeing and improve the performance of all pupils.

3.4   Our school standards are reviewed by our pupils every three years to ensure they reflect our shared values and the core principles of the community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote positive behaviour, courtesy, respect, kindness and good manners.

<div style="border:1px solid">

Welcome
We **welcome** everyone to our school community.
Respect
We **respect** and cooperate with each other.
Value
We **value** difference; we celebrate others' talents
and achievements.
Kindness
We are **kind** to each other and we **prevent
bullying** in all its forms.
Pride
We take **pride** in our uniform and **look after our school**.
Effort
We apply our best **efforts** in all we do; we work hard.
Determination
We are **determined** and **challenge** ourselves to achieve more than we first
thought possible.
Achieve
We grasp all opportunities for learning so we can **achieve** our best.

</div>

4. **Definitions**

4.1 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. Research undertaken by The Anti-Bullying Alliance suggests 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.

4.2 Furthermore we understand 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.

4.3 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 (BAME) pupils;
- Pupils with SEND.

5. **Types of Bullying**

5.1 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. We are aware that Bullying can be acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

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

5.3 We are committed to keeping all pupils safe in school. We review 'Keeping Children Safe in Education annually and ensure all staff recognise the following types of bullying:

- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

- **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.
- **Peer on Peer Abuse:** The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

5.4 To prevent peer-on-peer 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 of bullying (Section 7) .

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

5.6 Staff will also be made aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

5.7 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), where the DSL deems this appropriate in the circumstances.

6   Cyberbullying

6.1 Cyberbullying takes many forms. While often precisely targeted, it can also be more pervasive as information can be shared readily across multiple environments and the threat of sharing images etc is intimidatory. Consequently, cyberbullying can be more impactful on pupil's emotional health and wellbeing. It can invade personal space and home life, and can be relentless. It may target more than one person across different age groups It can impact on staff and other pupils, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

6.2 For example, 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.

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

6.3. 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 Section 7 if they become aware of any incidents.

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

6.5 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.

6.6 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;

6.7 Parents will also be advised about e-safety and cyberbullying through our weekly newsletter. They may be invited to attend training sessions in order to learn more about the signs and symptoms of cyberbullying. Parents are advised to report to the Year Leader if their child displays any of the signs outlined in this section.

6.8 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

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

6.10 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 DfE 2018 'Searching, screening and confiscation, Advice for headteachers, school staff and governing body' will be followed at all times.

7   Signs of bullying

7.1   Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school;
- Unwillingness to attend school;
- Repeated or persistent absence from school;
- Becoming anxious or lacking confidence;
- Saying that they feel ill repeatedly;
- Decreased involvement in school work;
- Leaving school with torn clothes or damaged possessions;
- Missing possessions;
- Missing dinner money;
- Asking for extra money or stealing;
- Cuts or bruises;
- Lack of appetite;
- Unwillingness to use the internet or mobile devices;
- Lack of eye contact;
- Becoming short tempered;
- Change in behaviour and attitude at home.

7.2   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.

7.3   Training in response to Keeping Children Safe in Education will ensure all staff are 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.

8.   Prevention

8.1   At Deer Park, we take a proactive approach to preventing bullying; we identify possible conflicts by understanding individual pupils, in advance and develop strategies to prevent bullying from occurring in the first place. Pupils are educated through our PSHE programme, assemblies and other dedicated projects to value difference. Our school standards are predicated on kindness, respect and valuing difference and pupils know

understand how their actions affect others. At Deer Park we will not tolerate bullying in any form and create an environment where pupils feel safe and are happy to report the actions of others if they feel they are unpleasant.

8.2   We will involve parents to ensure they are clear that the school will not tolerate bullying in any form and ensure they are aware of the procedures to follow if they believe their child is being bullied. (Section 10)

8.3   Pupils understand the school's approach to bullying through the repetition and sharing of our school standards and our PSHE curriculum. We work with all pupils to ensure they are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

8.4   We will implement sanctions to pupils found to be bullying which will reflect the seriousness of the incident. These are set out in our Behaviour for Success Policy.

8.5   We will ensure there are opportunities in our PSHE lessons and through consultation and pupil voice groups, for pupils to talk openly about their differences without the feeling of being judged and educate pupils that prejudiced language is unacceptable.

8.6   We will work with the wider community, including the Police and Children's services in cases where bullying might be particularly serious or persistent and will aim to tackle bullying that is happening outside of school. Where bullying is occurring outside of school, parents might be advised to contact the Police.

8.7   Staff will be provided training to understand the principles and purpose of this Anti-Bullying Policy. Staff will also be trained to recognise the different forms of bullying and establish if this is happening and report incidents where they feel a pupil is being bullied. All staff will also understand the legal responsibility to deal with any bullying.

8.8   We aim to ensure all pupils feel they are able to report bullying and know how to do so i.e. their form tutor, Year leader or any other member of staff. Pupils will be informed that they can also email staff if they would prefer using a dedicated email address: antibullying@deerparkschool.net

9   Procedures

9.1   All alleged incidents of bullying will be recorded and reported on CPOMS. The Year Leader will liaise with the victim to ensure he/she is safe and contact his/her parents. The Year Leader will initially investigate the incident before setting appropriate sanctions for the perpetrator, in consultation with the Assistant Head, Pastoral.

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

- The victim, alleged perpetrator and witnesses are all interviewed separate; by the pupils' Year Leader or another member of the pastoral team.
- 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 the school nurse for a medical opinion on the extent of their injuries;
- A room is used that allows for privacy during interviews;
- A witness (including CCTV where possible) 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;

- Staff (with delegated authority from the headteacher) will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim;
- Premature assumptions are not made, as it is important not to be judgemental at this stage;
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete;
- Ensure parents of both the victim and perpetrator are informed at the earliest opportunity
- All pupils involved are informed that they must not discuss the interview with other pupils.

9.3   Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, or any other inappropriate behaviour which, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10   Roles and responsibilities

10.1   **Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community;
- Adhering to and modelling our School Standards to others at all times;
- Reporting any bullying to a member of staff, whether they have witnessed, or are the victim of bullying;
- Keeping evidence of cyberbullying and inform a member of staff if they become a victim of cyberbullying.

10.2   **Parents** are responsible for:

- Working with the school to help prevent bullying and create an anti-bullying culture;
- The behaviour of their child(ren) inside and outside of school;
- Informing the school if they have any concerns that their child is a victim of bullying or involved in bullying in anyway;
- Being watchful of their child's behaviour, attitudes and characteristics and inform the school of any relevant changes.

10.3   **Teaching staff** are responsible for:

- Being alert to social dynamics in their class;
- Being available for pupils who wish to report bullying;
- Providing follow-up support after bullying incidents;
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's Year Leader of such observations;
- Refraining from stereotyping when dealing with bullying incidents;
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying;
- Reporting and recording any instances of bullying on CPOMS, once they have been approached by a pupil for support.

10.4   **Year Leaders** are responsible for:

- Being available for pupils who wish to report bullying;
- Providing follow-up support after bullying incidents
- Refraining from stereotyping when dealing with bullying
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying

- Providing a point of contact for parents who wish to report instances of bullying;
- Recognising any possible conflicts within their year group which could result in bullying;
- Reporting and recoding any instances of bullying once they have been approached by a pupil for support.

10.5   The **Senior Staff** are responsible for:

- Creating a culture of antibullying;
- Identifying training needs of staff;
- Ensuring that any bullying incidents are investigated robustly and ensure appropriate sanctions are imposed;
- Meeting with parents and pupils involved;
- Ensuring pupils are aware of what constitutes bullying and the zero tolerance approach the school has towards it;
- Ensuring pupils are aware of the different forms of bullying which exist;
- Ensuring pupils feel safe and able to report bullying with the knowledge it will be handled sensitively;
- Educating pupils and celebrating difference amongst the population of pupils;
- Ensuring the school standards are upheld;
- Ensuring records are kept up to date to ensure all incidents are reported including the type of bullying to allow proper data analysis.

10.6   The **Headteacher** is responsible for:

- Setting high expectations and assuring the quality of our School Standards;
- Reporting to the **local governing body** on the implementation of our Anti Bullying Policy, including its effectiveness.
- 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.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

10.7   As a school within The Corinium Education Trust, Cirencester Deer Park School's **local governing body** has delegated responsibility for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds;
- The overall implementation and monitoring of this policy;
- Ensuring that the school adopts a tolerant and open-minded policy towards difference;
- Ensuring the school is inclusive;
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

11   Statutory implications

11.1   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.

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

11.3 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.

12 Support

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

- Emotional support from their Year leader;
- 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);

12.2 The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

12.3 The school will acknowledge that bullying may be an indication of underlying mental health issues and provide support to the perpetrator in understanding the reasons why they behaved in that way and how we can help prevent a reoccurrence.

13 Sanctions

13.1 The sanctions for bullying are set out in the school's Behaviour for Success Policy (Section 11). Bullying is identified as 'high level disruptive behaviour' (Behaviour for Success Policy Section 11.4) and persistent bullying is identified as grounds for fixed term exclusion (Behaviour for Success Policy Section. 12.8). Persistent and severe bullying could lead to a

permanent exclusion from school (The Corinium Education Trust's Exclusions Policy Section. 6.2).

13.2 If the Pastoral Team or Assistant Head (Pastoral) is satisfied that bullying did take place, following investigations by the Year Leaders, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Assistant Head (Pastoral) 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.

13.3 In response to confirmed incidents of bullying, Year Leaders will employ restorative practices including mediation. Where appropriate, an apology will be encouraged from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

13.4 Parents of both the victim and perpetrator of the bullying are informed of bullying incidents and what action is being taken.

13.5 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.

13.5 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.

13.6 The Year Leader monitors the pupils involved over the next term.

13.7 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 Exclusion Policy.

14   Bullying outside of school

14.1 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 Safeguarding and Child Protection Policy

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

14.3 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.

14.4 Where bullying outside school is reported to school staff, it will be investigated and acted upon in line with this policy where it is impacted a pupil in the school 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.

14.5   The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Document History

Creation Date   January 2022

School Lead   Simon Bellamy, Assistant Head

Approved by   Local Governing Body

First approval date   June 2022

Review frequency   1 year

Last review/approval date N/A

Review date	Significant amendments	Made by	Next review
June 2022	New Policy – completely redrafted to reflect latest government guidance and KCSIE 2021.	SB	June 2023