



Anti-bullying Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

At Saints Peter and Paul Catholic High School, we believe that every student is created in the image of God and deserves to learn in a safe, supportive, and nurturing environment. Rooted in the Catholic values of aspiration, respect, and compassion, we are committed to ensuring that all members of our school community feel valued, protected, and empowered to reach their full potential.

We aspire to foster a culture where every student feels encouraged to grow academically, spiritually, and socially, free from the fear of bullying. We uphold the dignity of every individual and emphasize mutual respect, ensuring that differences are celebrated and that all students feel a true sense of belonging. Guided by compassion, we encourage kindness, understanding, and support for one another, creating a community where bullying is not tolerated in any form.

As part of our Personal Development curriculum, we actively promote learning about tolerance, inclusion, and respect, embedding these principles into the fabric of school life. The school places high importance on maintaining a calm and safe learning environment, where students are supported in developing into responsible, considerate, and faith-filled individuals.

In line with our legal obligations under the Education and Inspections Act 2006, and in accordance with our Catholic ethos, we are dedicated to preventing all forms of bullying. Our Behaviour Policy, shared with students, staff, and parents, sets clear expectations and outlines the measures in place to promote positive behaviour.

At Saints Peter and Paul Catholic High School, we stand united—students, staff, and parents—against bullying. Together, we work to uphold a community of love, respect, and justice, ensuring that every student feels safe, supported, and inspired to thrive.

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
- Working together to safeguard children 2018
- Children and families act (2014-SEN Code of Practice)
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (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 Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as deliberate, persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally hurting/intimidating or humiliating 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.

Vulnerable students 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 students may include, but are not limited to:

- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.

- Students from socioeconomically disadvantaged backgrounds.

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

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

We recognise that bullying can have a significant impact on mental health and wellbeing and is contrary to our Catholic ethos of love and dignity for all.

3. Types of bullying

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

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

At Saints Peter and Paul bullying is categorised under the following headings:-

- Physical
- Verbal
- Cyber
- Prejudicial

Race or ethnicity (racist bullying)
 Religion or belief
 Culture or class
 Gender (sexist bullying)
 Sexual orientation (homophobic or biphobic bullying)
 Gender identity (transphobic bullying)
 Age
 Special educational needs or disability (SEND)
 Appearance or health conditions
 Carer responsibilities, being looked after, or adopted status

4. Roles and responsibilities

The Governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any students on the basis of their protected characteristics or backgrounds.

- Ensure the anti-bullying policy that reflects the school's mission to nurture each student's potential, promote a caring community and uphold the dignity of every individual.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Promoting an inclusive environment that respects and values diversity.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that students are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Monitoring any incidents of alleged or confirmed bullying reported, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

The safeguarding team are responsible for: JCN

Progress Leaders are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents when more serious bullying incidents occur.
- Monitoring incidents within their year group to help early identification and intervention
- Supporting individuals who report or allege bullying, as well as students who are affected by bullying
- Developing initiatives that encourage students to support one another, fostering a culture of aspiration, compassion and respect.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Promptly reporting bullying incidents according to school policy and procedures
- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and reporting 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 student for support.

Parents are responsible for:

- Informing their child's form tutor 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.

Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory requirements

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 students to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

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

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

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

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 Personal Development curriculum and supplementary activities and focus events, including anti bullying week. Additional lessons will be delivered if there is an identified pattern or emerging need, or to raise the profile of prevention.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Identified safe places, arranged by trusted adults, will be available for students to go to during social time if they feel threatened or wish to be alone. The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, work to prevent any form of bullying taking place. This includes the availability of the Chapel each lunchtime.

Form tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident. The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour.

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 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

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

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 form tutor, who will investigate the matter and monitor the situation.

8. Staff principles

Respecting each other is at the heart of our ethos at Saints Peter and Paul. The school will ensure that prevention is a prominent aspect of its anti-bullying policy and strategy.

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 advice given to all parties.

Staff will always respect students' 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 via the Safeguarding team 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 students about abuse, its forms, and the importance of discussing any concerns and respecting others through the PD curriculum, Prayer and Liturgy, business assemblies and additional activities, in line with the [Prevention](#) section of this policy.

All staff will:

- Be aware that students of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
- Take part in annual safe-guarding training that follows the school’s policy and procedures with regards to child-on-child abuse.

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.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral should be made to the Safeguarding team, who may refer to children’s social care services (CSC) and potentially the police.

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

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 can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

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

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.

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

All learning at home will follow procedures outlined in the Remote Education 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 students 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** – students 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** – students 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 students 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 students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and students will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to the Safeguarding team for the incident to be investigated and support to be provided. Students will report incidents to a trusted member of staff or via the SHARPS system. Police will be involved if necessary, via the safer school police liaison.

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.

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

11. Procedures

Students have 2 ways to report bullying:-

- A student can report a bullying incident to any member of staff who will then follow clear procedures to log the detail and ensure the appropriate member of staff follows up the investigation.
- A student can report a bullying incident via the online platform SHARPS. The detail is then accessed daily and sent to the appropriate member of staff. JCN to update once CPOMS student access has been explored

Staff report bullying via CPOMS. This sends an automatic alert to the safeguarding team that will instigate an investigation.

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

- A full and fair investigation is carried out to ensure all are supported.
- The victim, alleged perpetrator and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the first aid for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The investigating lead 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
- All students involved are informed that they must not discuss the interview with other students
- If the incident is found to be a bullying incident it is logged on class charts under the appropriate category of confirmed bullying.

12. Sanctions and consequences

If the investigating member of staff 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. They will be informed of the type of sanction to be used in this instance, e.g. detentions, reflection time, isolation or service-based activities, and future sanctions if the bullying continues. Often we will asked the school based police officer to support with an educational discussion about the consequences of bullying in the wider community.

If possible, staff will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

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

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising students for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not suspend or exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the behaviour Policy.

13. Support

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

- Emotional support and reassurance from the school counsellor or safeguarding team
- 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)

There will careful consideration 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 take support offered 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.

14. Follow-up support

Students who have been bullied will be offered ongoing support. The progress leader will hold a meeting, following incidents, to check whether the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Students 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

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Principal will look to support alternative arrangements, with the consent and involvement of the parents.

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

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 and the Child-on-child Abuse Policy.

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

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

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the 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 and DSL are responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

16. Record keeping

The DSL with the behaviour lead will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The 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 students that may need to be handled
- 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 two years. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is February 2027

A student reports a bullying incident to you....	You witness an act of discrimination
-Log into CPOMS -Alleged victim is main student -Alleged perpetrator is linked student -Write the account of what the student has told you -Categorise it as CAUSE FOR CONCERN	-Log into class charts -Click on the discrimination guidance -Log the detail of the incident with enough detail so it can be categorised once investigated.
-Incident alert is sent to safeguarding team who will triage. -Incident referred to relevant staff member (Safeguarding team; PL; YM; Behaviour lead mentor, Formation tutor etc) to make parents/carers aware.	-Incident alert sent to CRB & JCN each day for overview and evaluation of any patterns. -Incident referred to relevant staff member (Safeguarding team; PL; YM; Behaviour lead mentor, Formation tutor etc)
-Relevant staff member follows up the alleged incident-safeguarding policy & procedures to be adhered to whilst investigating. -Action to be logged in CPOMS to allow a full trail.	-Relevant staff member follows up the alleged incident-safeguarding policy & procedures to be adhered to whilst investigating. -Action to be logged in Class charts to allow a full trail.
-Final outcome logged as FOUNDED or UNFOUNDED. -If FOUNDED an appropriate category must be logged-Physical; verbal; cyber; prejudicial. -Any appropriate consequences to be logged on class charts for perpetrator.	-Final outcome to be logged in Class charts-One off incident or pattern emerging. -Pattern emerging to be referred as a safeguarding concern.
-Staff member that has completed the investigation to ensure appropriate follow up consequence/support is put in place for all parties involved. -Support to be logged on CPOMS -Final communication home to both parties.	-Incident alert is sent to safeguarding team who will triage and QA previous actions to see if any further action is needed. -Action log to be completed on CPOMS. -If needed LA alerted (safeguarding to liaise with CRB)
Anti bullying policy Anti-bullying Policy v2.docx	-Staff member that has completed the investigation to ensure appropriate follow up consequence/support is put in place for all parties involved. -Support to be logged on CPOMS

Procedures for students to follow if they suspect a bullying incident.

It's such an easy way to report and can be done anonymously if you prefer.

When you go the SHARPS page click on make a report



It will then take you to a page where you can either email or fill in a confidential report. Your report will automatically then be sent to someone who can help once you have clicked on send.
AND THAT'S IT !

Remember you don't have to put your details in, unless you want to be contacted

Name:

Year Group (optional):

- Please Select One -

Telephone Number (optional):

Email (optional):

How can I help?

- Please Select One -

Please Type Your Message Below (you MUST fill in this section)