



# Anti-Bullying Policy

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## References/Websites:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following (a longer list can be found in Appendix 1):

- Behaviour & Disciplinary Procedures Policy
- Safeguarding & Child Protection Policy
- Rewards and Sanctions Policy
- Equal Opportunities Policy
- Acceptable Use Policy
- PSHE Policy & Curriculum
- Keeping Children Safe in Education (2022)

## **1. Aims and Objectives**

Harbour Vale School believes that all pupils are entitled to learn in a supportive, caring and safe environment; without fear of being bullied in any form. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, for example, learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures 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/carers and pupils work together to prevent and reduce any instances of bullying at the school. Pupils have several methods to report incidents such as going through their tutor, student voice, parents and carers, antibullying champion or directly speaking to the Headteacher or Deputy Head. There is a zero-tolerance policy for bullying at the school.

### **Statutory implications**

Harbour Vale School understands that, under the Equality Act 2010, we have 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. Harbour Vale 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. 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.

## **2. Definition**

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

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations. 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 suffering from health problems.
- Pupils with caring responsibilities or are young carers.
- Pupils who are adopted.
- 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 (BAME) pupils.
- Pupils with Special Educational Needs or Disabilities.

There are four main forms of bullying (a more detailed list can be found in appendix 2) including cyberbullying and child-on-child abuse. These are:

- **Verbal** - For example, name calling, teasing, “banter”, insulting, writing notes, sending electronic messages, making threats or abuse of any kind.
- **Physical** - For example, hitting, kicking, spitting, unwanted physical contact, removing belongings, damaging property Intimidating behaviour including pushing, barging, queue jumping.
- **Emotional** - For example, ostracising, tormenting, causing embarrassment, spreading rumours, gesturing.
- **Online (Cyber-Bullying)**- Online bullying is all areas of internet/wifi misuse. This includes use of any device for instant messaging, e-mail, chat rooms or social networking sites such as Snapchat, TikTok, Instagram, WhatsApp, Facebook and Twitter to harass, threaten or intimidate someone. A more detailed description of cyber bullying can be found in appendix 2.

Bullying can occur between students or between members of staff and may also be carried out by students towards staff or vice versa.

Encouraging other people to engage in bullying behaviour is also bullying.

Whilst bullying behaviour is repeated over time, Harbour Vale school is aware that single incidents may be part of a pattern that does not immediately reveal itself. As such, Harbour Vale School uses Myconcern and SIMS to log single incidents and then uses the sanctions process to respond accordingly. As a result, Harbour Vale School can quickly spot patterns of behaviour that may well constitute bullying.

### **3. What is not bullying?**

It is important to realise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the school community. It can be harmful to use the term 'bully' particularly if the evidence of bullying is inconclusive.

The following is a non-exhaustive list of behaviours which are not, in isolation, bullying behaviours:

- Not liking someone or not being liked by someone.
- Being excluded from play or activities where there is no intention to humiliate or emotionally harm the person being excluded.
- Accidentally bumping into someone.
- Assertiveness.
- A single act of telling a joke about someone although the difference between having a sense of humour and making fun of someone is very fine and people can misjudge this use of humour with negative consequences.
- Arguments. Arguments are heated disagreements between two (or more) people (or groups). Conflict is a natural part of human behaviour. Peaceful resolution of conflict is a healthy and essential part of community, of society and of a world where there are differences.
- Expression of negative thoughts or feelings regarding others. This is to be discouraged but does not constitute bullying per se, unless it is done repeatedly and encourages others to follow suit.
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness are not necessarily bullying. They can become so if repeated over time. Whilst these isolated acts might not constitute bullying on their own, they should be dealt with by following the disciplinary procedure below, depending on the seriousness of the act.

### **4. Signs of bullying**

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

- Repeated or persistent absence from school.
- Becoming anxious or lacking confidence.
- Saying that they feel ill repeatedly.
- Decreased involvement in schoolwork.
- Being frightened to travel to or from school.
- Unwillingness to attend school.
- Leaving school with torn clothes or damaged possessions.
- Missing possessions.
- Cuts or bruises.
- Lack of appetite.
- Unwillingness to use the internet or mobile devices.

- Lack of eye contact.
- Change in behaviour and attitude at home or school.

Harbour Vale School understands that 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 have adequate and UpToDate training and 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 or are still experiencing mental health conditions.
- Adverse Childhood Experiences (ACE's).
- 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 Designated safeguarding team who may in turn notify the pupil's form tutor, who will investigate the matter and monitor the situation.

Pastoral boxes are placed in classrooms around the school. These boxes are monitored regularly by designated teachers. The pupils with access to a device also have access to an anti-bullying email address which is monitored by the antibullying champion and Designated safeguarding team online. When receiving a comment, the DST and Antibullying champion will respond with support for the pupil of concern and should they see fit, follow up with any disciplinary action following the procedures laid out below and in the Behaviour Policy and Rewards and Sanction Policy.

## **5. Prevention of bullying**

Harbour Vale 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, Social, Health & Economic curriculum. 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 enrichment sessions every Friday.

Classroom management and group settings will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others. A safe place, supervised by a member of staff, will be available for pupils to go to during break and lunch times if they feel unsafe. The member of staff 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 a trusted adult, where appropriate, to ensure any problems can be actioned quickly. Form tutors will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident during reflection time.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's form tutor and the Designated Safeguarding Team will implement a strategy to prevent bullying from happening. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the Designated Safeguarding Team.

Harbour Vale school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given ELSA support as required, so their educational, emotional and social development is not negatively influenced by outside factors, for example, mental health difficulties.

## **6. School Procedure for Dealing with Bullying**

### **Pupil procedure**

Harbour Vale School pupils use a system called TAG developed by the school's student voice:

T – Tell the person how their actions make you feel

A – Ask them to stop

G – Get help from an adult if it doesn't stop

**What to do if I feel I am being bullied?** Do not blame yourself. Do not put up with it. Use TAG.

**Who can I talk to?** Any adult you trust: any teacher, TA, or a parent/carer. They will listen and help.

**What if I see someone else being bullied?** Do not get involved in the bullying Do not ignore it Tell an adult you trust.

### **School procedure**

Harbour Vale School will always respond to any allegations or suspicion of bullying. There is a staged approach to deal with incidents of bullying. Depending on the seriousness of the bullying, the incident will be dealt at the appropriate level.

#### **Stage 1**

In the first instance, Harbour Vale School and the staff will try to bring the situation out into the open and attempt to understand both the bullying incident and its context. This is usually dealt with by tutors, teachers and ELSA staff with the focus on understanding what has transpired and why it has been reported as bullying. Where appropriate a restorative approach is used. This involves the victim explaining to the

perpetrator (either directly or through a third party) how they feel and the impact of the actions. The perpetrator will be reminded of the school Code of Conduct and Anti-Bullying policy.

### Stage 2

If the bullying does not stop or is sufficiently developed, Harbour Vale School will expect the member of staff witness to/addressing the incident to complete a Myconcern about the incident and inform the Designated Safeguarding Team in person as soon as possible. Parents will be informed, and a sanction is likely. The Deputy Head/Assistant Head/Head of Behaviour is usually actively involved at this stage.

### Stage 3

Should they not adhere to this formal undertaking, Harbour Vale School will collate evidence and we as a school reserve the right to punish this offence through its staged disciplinary procedures including:

- Deputy Heads/Assistant Heads Detentions
- Team Around the Child meetings
- Formal Warning Suspension
- In extreme cases, by Fixed term exclusion

Any incident reaching Stage 2 must be referred to the Senior Leadership Team and Designated Safeguarding Team. In more extreme cases, it is likely that our staged approach will be by-passed and stiff sanctions will be applied immediately.

## **7. Possible disciplinary procedures**

- Verbal apology to the victim, in the presence of a member of staff
- A handwritten letter of apology
- Detention
- Temporary isolation from other students
- Removal of additional responsibilities and privileges such as attendance at offsite activities or school trips
- Senior Leadership Detentions
- A “thinking day” at home
- Suspension
- Expulsion

## **8. Bullying outside of school**

Harbour Vale School staff are aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The 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.

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, for example, on school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to Harbour Vale 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, for example, on a school trip.

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.

## **9.Record keeping**

The Designated Safeguarding Team will ensure that robust records are kept regarding all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, for example, sanctions, support, escalation of a situation and resolutions.

The Headteacher and Designated Safeguarding Team 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 specific pupils that may need to be handled, i.e., with pastoral support.
- Reflecting on previous cases and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, for example, 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.

## **10.Monitoring and reviewing**

This policy will be reviewed annually by the Senior Leadership Team or Designated Safeguarding Team. Any changes to this policy will be communicated to all relevant stakeholders. The scheduled review date for this policy is March 2024.

### **Appendix 1 Legal framework**

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

- 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 (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with several School policies including but not limited to Behaviour Policy, Child Protection and Safeguarding Policy and PHSE Policy.

## Appendix 2 Types of Bullying

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)
- 

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 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 nonverbal 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.

## 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 pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

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

**NB:** The above list is not exhaustive, and cyberbullying may take other forms. Harbour Vale School has a zero-tolerance approach to cyberbullying. Harbour Vale School views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy (if made aware of any incidents). All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of computers/technology

- 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.

During times when remote education, for example, Google Classroom is being utilised, Harbour Vale School will be in contact with parents to make them aware of the activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times.
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity.
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising.
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

Harbour Vale School will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, Harbour Vale 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.

## Child-on-child abuse

Harbour Vale 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, Harbour Vale School will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum 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 Designated Safeguarding Lead 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.

### **Appendix 3 Roles and responsibilities**

#### The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

#### The Senior Leadership Team and Designated Safeguarding Team are responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents, via Myconcern, 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 Deputy Head and Assistant Heads 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.

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 the pupil's heads of year 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.

Parents are responsible for:

- Informing their child's form tutor or trusted member of staff 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.

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.