



Thorpe St Andrew School and Sixth Form



Anti-Bullying Policy

Review Date:	September 2023
Version	3

Contents:

Statement of Intent

1. Legal framework
2. Definitions
3. Types of bullying
4. Staff Principles
5. Roles and responsibilities
6. Statutory implications
7. Prevention
8. Signs of bullying
9. Bullying outside of school
10. Sanctions
11. Support
12. Record keeping
13. Monitoring and review

Statement of Intent

Thorpe St Andrew School and Sixth Form believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, 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.

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 students. These measures are part of the school's Behaviour and Attitude for Excellence Policy, which is communicated to all students, school staff and parents.

All staff, parents and students work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal Framework

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

- [Education and Inspection 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 \(2021\) 'Keeping children safe in education 2021'](#)
- [DfE \(2020\) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)

This policy operates in conjunction with the following school policies:

- Behaviour and Attitude for Excellence Policy
- Safeguarding Policy
- Secondary School RSE and Health Education Policy

2. Definitions

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

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

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.

3. Types of Bullying

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

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 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 focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily consists 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.

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 curriculum, assemblies and PSHE lessons, in line with the section six of this policy.

All staff will be aware that students of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child 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. Staff will also 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.

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 student 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.

The school’s Safeguarding 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.

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 section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify students 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 student 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 student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will be given information on bullying via newsletters in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the BEST if their child displays any of the signs outlined in this section.

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

The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped.

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 Behaviour and Attitude for Excellence Policy will be followed at all times.

4. Staff Principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one student towards another will always be challenged and will never be ignored.

Staff will always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless the student has given consent, or there is a safeguarding concern. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

5. Roles and Responsibilities

The Governors are 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.
- Monitoring the implementation 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.

- 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.

Deputy Principal - Behaviour and Assistant Principal Safeguarding 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 record on CPOMS of all reported incidents, 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.

Behaviour for Educational Support Team (BEST) and Heads of Year (with an oversight by each Head of School) 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.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students 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 student's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of student 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.

The Behaviour for Educational Support Team (BEST), School Welfare Officer and Student Counsellor is responsible for:

- Offering emotional support to victims of bullying.

Parents are responsible for:

- Informing the school via BEST if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

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.

6. Statutory Implications

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.

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 Principal will ensure that this policy complies with the HRA; the Principal 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.

7. Signs of Bullying

Staff will be alert to the following signs that may indicate a student 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 student 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 student's form tutor, who will investigate the matter and monitor the situation.

8. Actions to Prevent Bullying will include

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement 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 RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy and within the Pastoral Curriculum.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans 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 students who do not abuse or take advantage of others.

A safe place, supervised by a member of staff, will be available for students to go to during free time if they feel threatened or wish to be alone. The member of staff supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

students deemed vulnerable, as defined in [section two](#), will meet with their named member of the Behaviour for Educational Support Team on a monthly basis, where appropriate, to ensure any problems can be actioned quickly. Form Tutors and the BEST will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new student joins the school, particularly when this happens in-year, the school will implement a strategy to prevent bullying from happening – this will often include partnering the new student with a 'buddy' and ensuring the new student has the correct uniform. Where a new student is deemed vulnerable, this strategy may involve further adjustments or intervention on the part of the DSL.

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.

9. 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 Peer-on-peer Abuse Policy.

The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal 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 discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the

student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is 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.

10. Sanctions

Where bullying is found, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. They will inform the perpetrator of the type of sanction to be used in this instance, e.g. school reflection time (detentions) or service-based activities, and future sanctions if the bullying continues.

If possible, the BEST, overseen by the Head of School 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 will be informed of bullying incidents and what action is being taken.

If a further instance of bullying occurs then the perpetrator will enter into an anti-bullying contract.

Once an anti-bullying contract is entered into a copy of this is issued to the student, parents and uploaded onto CPOMS. If bullying behaviours persist the student will be issued with Fixed Term Exclusions and eventually be recommended for Permanent Exclusion.

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 negatively labelling students for bullying or abusive behaviour where possible, as young people with labels 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 BEST monitors the students involved over the next half term and informs the Head of School of any further concerns.

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 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 and Attitude for Excellence Policy.

11. Support

In the event of bullying, victims will be offered support as needed.

12. Record keeping

The DSL 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, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

13. Monitoring and review

The effectiveness of this policy is monitored by the Senior Staff and Governors through the Students and Community Committee of the Governing Body.

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

The scheduled review date for this policy October 2023

Anti-bullying Procedures

Contents:

1. Context & Procedures
2. Consequences
3. Support
4. Follow-up support
5. Record keeping
6. Example of Anti Bullying Contract

1. Context and Procedures

All staff should be aware of the definitions of bullying, understand the types of bullying and alert to the signs of bullying as laid out in the Anti-Bullying Policy

Procedures:

All incidents that staff perceive to be potential bullying must be reported to the victim's BEST via class charts or CPOMs. BEST will investigate the incident, set appropriate sanctions for the perpetrator, and record on CPOMS details of the incident and outcome.

When investigating an incident of bullying the following questions must be answered:

- What happened?
- Where did the incident take place?
- When did this incident occur?
- Who has been suspected of bullying?
- Did anyone see the incident?
- According to the victim, how often does the bullying take place?
- According to the victim, how long has the bullying been going on?

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

- 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 student is injured, members of staff take the student immediately to a first aider 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 BEST team 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

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

2. Consequences

The school will decide on the sanctions appropriate for the incident. An apology will be sort and, if possible, a restorative meeting will be held. The perpetrator will be told the behaviour must stop.

If a further instance of bullying occurs then the perpetrator will enter into an anti-bullying contract.

Once an anti-bullying contract is issued a copy of this is issued to the student, parents and uploaded onto CPOMS.

Bullying Warning

If after investigation the incident is deemed to be minor and may resolve due to this potentially being a friendship issue due to restorative action, at their discretion, BEST will log this as bullying warning. Contact home if necessary. If applicable a non-communication agreement will be issued.

Stage One - Bullying Alert

- Interview, warning and alert placed on the register.
- Contact home.
- If applicable a non-communication agreement will be issued.
- BEST will round robin teachers of the issue so that they should not be sitting near to each other in class and request they log on CPOMS any issues.
- Support will be offered as outlined below.

[Non-Communication Agreement](#)

Stage Two - Formal contract

- Interview with parents/carers, BEST and Head of Year or Assistant Head of Year.
- Students will be asked to sign a contract outlining future expectations and parents are informed.
- Other disciplinary action (if applicable)
- Look at lesson moves, timetables and move as necessary.
- Targets recorded in a Positive Management Plan.
- Support will be offered as outlined below.

Stage Three - Fixed Term Suspension (Internal or External)

- Student will be asked to sign a contract outlining future expectations
- The Head of School will lead further support, directing the team as required.
- All plans reviewed in line with behaviour policy and procedures.

Stage Four- Behaviour Panel Convened which may lead to Permanent Exclusion

3. Support

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

- Emotional support and reassurance from the school counsellor
- 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)

The BEST and Head of School will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

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

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

4. Follow-up Support:

The progress of both the perpetrator and the victim will be monitored by the BEST. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Students who have been bullied will be offered continuous support. The BEST will contact the parents on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of school and victim are confident 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 student cannot successfully reintegrate back into the school, the Principal and DSL will look to transfer the student to another mainstream school with the consent and involvement of the student's parents.

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

5. Record Keeping

It is important that all records are kept via CPOMS as to the incidents investigated, actions taken and decisions made e.g. consequences, 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.

6. Example of Anti-Bullying Contract

Being placed on a bullying contract is a very serious process. It happens when other strategies have failed to change your behaviour or for one extreme incident.

You have been placed on an anti - bullying contract as a result of inflicting physical or mental abuse on another member of Thorpe St Andrew School and Sixth Form Community.

The anti - bullying contract is there to encourage you to change your behaviour. There are four stages and once on an anti - bullying contract, you are tied to it for the rest of your school career.

The Principal or the Vice Principal has the authority to move you beyond the 2nd or 3rd stage if the severity of the attack warrants immediate fixed term or permanent exclusion.

Once you are on stage 2, you are at risk of exclusion or permanent exclusion if you continue to be involved in any bullying activities, either directly or indirectly.

The school keeps a register of all students involved in bullying and the students that they bully on our safeguarding system.

For this offence you have been placed on stage **amend with which stage** - an anti - bullying contract.

Further incidents may result in your moving towards permanent exclusion.

Moving to the next stage of the anti - bullying contract will be determined by the seriousness of repeated offences, whether supportive action has taken place and if there has been sufficient time to enable students to modify their behaviour.

Additional comments:

Student's name:

Date of commencement of anti - bullying contract:

Signed: Date: (Student)