



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

ANTI-BULLYING POLICY

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves so that they can live `life in all its fullness` (Jn 10: 10)`

Is this policy statutory?	Yes
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1. Statement of intent

Our vision statement states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

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. We are committed to removing any factor that might represent a hindrance to a child's fulfilment.

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 BESt Behaviour Policy, which is communicated to all students, school staff and parents.

2. Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all members of the school community are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform students and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

3. Legal framework

- a. This policy has due regard to all relevant legislation 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
- b. This policy has been written in accordance with guidance, including, but not limited to:
- DfE (2017) 'Preventing and tackling bullying'
 - DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - The Church of England (Autumn 2017) 'Valuing All God's Children- guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying'
 - The Church of England (March 2018) 'Mental Health and Wellbeing: Towards a Whole School Approach';
- c. This policy operates in conjunction with the following school policies:
- Behavioural policy
 - E safety policy
 - Safeguarding Policy
 - Equality policy
 - Healthy and Safety policy
 - ICT Acceptable Use policy
 - Behaviour for Learning policy
 - Staff Code of Conduct policy
 - Drug and Substance Misuse policy
 - Security policy
 - Data Protection policy
- and
- Cheshire West Safeguarding Children Board Safeguarding procedures

4. Definition

- d. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.
- e. Bullying is generally characterised by:
- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time
 - **Intent:** The perpetrator(s) 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

5. Types of bullying

- f. Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- g. Bullying is acted out through the following mediums:
- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
 - Verbal (e.g. name calling, ridicule, comments)
 - Online (Cyber) (e.g. messaging, social media, email)
 - Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
 - Visual/written (e.g. graffiti, gestures, wearing racist insignia)
 - Damage to personal property
 - Threat with a weapon
 - Theft or extortion
 - Persistent Bullying
- h. Bullying can be based on any of the following things:
- I. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
 - II. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

- III. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- IV. **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.
- V. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- VI. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- VII. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- VIII. **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 with SEND.
 - Students who are adopted.
 - Students suffering from a health problem.
 - Students with caring responsibilities.

6. Roles and responsibilities

- i. The **governing body** is responsible for:
 - Evaluating and reviewing this policy to ensure that it is not discriminatory
 - The overall 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
- j. The **Headteacher and Designated Safeguarding Lead** 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
 - Ensuring that there are effective systems for reporting, recording and analysing bullying
 - Keeping a record 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

- k. **Pastoral Support Officers** are responsible for:
- Ensuring reported incidents are investigated and monitored appropriately and that a Bullying Report Form is completed
 - All reported incidents are recorded on CPOMS under the appropriate bullying category
 - Corresponding and meeting with relevant staff, students and parents where necessary
- l. **Year Leaders** are responsible for:
- Supporting the Pastoral Support Officers with investigating incidents of bullying.
 - Corresponding and meeting with relevant staff, students and parents where necessary
 - Providing a point of contact for students and parents, when more serious bullying incidents occur
- m. The **SENCO** is responsible for:
- Supporting the Pastoral Support Officers with investigating incidents of bullying for SEND students. This might involve allocating a member of the SEND team as a key worker to work with the student
 - Corresponding and meeting with relevant staff, students and parents where necessary.
- n. **Form tutors and 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 that they inform the student's Pastoral Support Officer of such observations
 - Refraining from gender 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.
- o. The **school nurse** is responsible for:
- Offering emotional support to victims of bullying
 - Alerting the relevant pastoral support officers regarding any incidents of bullying reported
- p. **Parents** are responsible for:

- Informing their child's form tutor, pastoral support officer or year leader if they have any concerns that their child is the victim of bullying or involved in bullying in any way
 - Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes
- q. **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 cyber bullying and informing a member of staff should they fall victim to cyber bullying

7. Statutory implications

- r. 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
- s. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- t. 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.
- u. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences.
- v. 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.
- w. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- x. 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.

- y. 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.

8. Prevention

We use a range of measures to prevent and tackle bullying, including:

- a. Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- b. We use a student-friendly anti-bullying policy to ensure that all students understand the policy and know how to report bullying ([link to this inserted here](#))
- c. All reported instances of bullying will be investigated by a member of staff.
- d. Through a variety of planned activities and time across the curriculum students are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Diversity, difference and respect for others is promoted and celebrated through various lessons, form times and assemblies. The Lessons for Life and ICT programmes of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for students to learn to value themselves, value others and appreciate and respect difference.
- e. Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- f. Seating plans will be organised and altered in a way that prevents instances of bullying.
- g. Potential victims of bullying are placed in working groups with other students who do not abuse or take advantage of others.
- h. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- i. Staff will encourage student cooperation and the development of interpersonal skills using group and pair work.
- j. All members of the school are made aware of this policy and their responsibilities in relation to it.
- k. All staff members receive training on identifying and dealing with the different types of bullying.
- l. Stereotypes are challenged by staff and students across the school.
- m. A safe place, supervised by a teacher, is available for students to go to during free time if they feel threatened or wish to be alone. This includes the pastoral hub, SEND and Sanctuary Space.
- n. The teacher supervising the area will speak to students to find out the cause of any problems and communicate to relevant staff where necessary.
- o. Students deemed vulnerable, will meet with their form teacher or a member of the pastoral/SEND team regularly to ensure any problems can be actioned quickly.

- p. Form teachers and the pastoral/SEND team will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.
- q. Before a vulnerable student joins the school, the student's form teacher and a member of the pastoral/SEND team will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school. In extreme cases this might involve input from the Safeguarding Team.
- r. The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.

9. Signs of bullying

- z. 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
 - Asking to be driven to school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in schoolwork
 - Returning home 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
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered
 - Change in behaviour and attitude at home
- aa. 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.
- bb. Students who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- cc. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
 - They have been the victim of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed
- dd. If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's form tutor or a member of the pastoral/SEND team, who will investigate the matter and monitor the situation.

10. Staff principles

- a. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- b. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- c. Unpleasantness from one student towards another is always challenged and never ignored.
- d. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- e. Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- f. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform a member of the Safeguarding team immediately.
- g. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

11. Peer on peer abuse

- a. Children can abuse other children. This is generally referred to as peer on peer abuse. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

12. Peer on peer abuse sexual abuse

- ee. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual violence refers to the three following offences:

- I. **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - II. **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - III. **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- ff. The school's **Safeguarding Policy** outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- gg. To prevent peer-on-peer 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 Lessons for Life lessons.
- hh. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Lessons for Life lessons, Relationships and Sex Education and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
 - Respectful behaviour
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
 - Addressing cultures of sexual harassment
- ii. All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- jj. All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- kk. All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers.
- ll. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.
- mm. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

- nn. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- oo. 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.
- pp. If a child has been harmed, is in immediate danger or is at risk of harm, advice will be sought from the Local Safeguarding Children in Education team and a referral may be made to the Integrated Referral and Access Team.

13. Managing disclosures

- a. Victims will always be taken seriously, reassured, supported and kept safe.
- b. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- c. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act. They will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to a member of the pastoral/SEND or on occasion the Safeguarding Team.

14. Confidentiality

- a. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- b. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- c. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- d. The Safeguarding Team will consider the following when making confidentiality decisions:
 - Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to the Integrated Access and Referral Team (I-ART).
 - Reports that allege a criminal offence will be passed to the police.

15. Cyber bullying

- a. Cyber bullying is the use of ICT, commonly a mobile phone or the internet, to deliberately upset someone else. It can be used to carry out all the different types of bullying; an extension of face-to-face bullying. Its frequency as a form of bullying is a concerning factor and there are specific considerations to take into account.
- b. Cyber bullying can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation, and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.
- c. Cyber bullying may take place inside school, within the wider community, at home or travelling. It can draw bystanders into being accessories. It includes:
 - Threats and intimidation
 - Harassment or 'cyber stalking'
 - Vilification/defamation
 - Exclusion or peer rejection
 - Impersonation
 - Unauthorised publication of private information or images
 - Manipulation
 - Cyber bullying may be carried out in many ways including the following:
 - Threatening, intimidating or upsetting text messages
 - Threatening or embarrassing pictures and video clips via mobile phone cameras
 - Silent or abusive phone calls or 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
 - Intimidating or hurtful responses to someone in a chatroom
 - Unpleasant messages sent during instant messaging
 - Unpleasant or untrue information posted to blogs, personal websites and social networking sites (e.g. Facebook)
- d. At The Bishops' Blue Coat High School, cyber bullying is considered as serious as any other form of bullying. Cyber bullying issues are dealt with in an appropriate manner dependent on the severity and frequency of the issue, and the age of the student.
- e. All members of staff will be trained to identify signs of cyber bullying and will be helped to stay informed about the technologies that children commonly use, by self-study and regular updates.
- f. An e safety policy is in place, and periodically reviewed and communicated to help students protect themselves from being caught up in cyber bullying, and to advise them on reporting any incidents.
- g. Pastoral staff are trained and use DNA to monitor student use of the internet from school computers and devices

- h. Students and staff are expected to comply with the Acceptable Use Agreement: Secondary Schools.
- i. Parents will be provided with information and advice on cyber bullying.
- j. It is made clear in staff meetings and the staff code of conduct that members of staff should not have contact with current students on social networking sites (specifically should not be-friend students on Facebook). In addition, the Safeguarding Policy states contact using personal phone numbers, social networking is not permissible until an ex student is aged 19 and has not attended Bishops' for more than 12 months. Even at this stage we advise that contact with ex-students should be using a school email address.
- k. Students from Year 7 will sign the Acceptable Use Agreement: Secondary Schools before they are allowed to use school computer equipment and the internet in school. Parents will be asked to confirm that they have discussed its contents with their children.
- l. Parents will be provided with information and advice on e-safety and cyber bullying via literature and parent partnership events.

16. Cyber -bullying legal issues

- a. Cyber-bullying is generally criminal in character.
- b. It is unlawful to disseminate defamatory information in any media, including internet sites.
- c. The legislation that covers cyber bullying is section 127 of the Communications Act 2003, which makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive, or one of an indecent, obscene or menacing character.
- d. In addition, the Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- e. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in [section 12](#) of this policy if they become aware of any incidents.
- f. 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 some cases where evidence involves personal photos, the Safeguarding Team may decide that the device is handed directly to the police to examine contents.
- g. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- h. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Safeguarding Team will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

17. Bullying outside of school

- a. Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' wellbeing beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.
- b. The Headteacher 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 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.
- c. 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.
- d. Where bullying outside school is reported to school staff, it is investigated and acted on.
- e. 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.
- f. The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student.
- g. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

18. Derogatory language

- a. Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored. If appropriate follow up sanctions and actions will be taken for students and staff found using such language. Staff are also encouraged to record the casual use of derogatory language using IRIS/CPOMS

2. Prejudice based incidents

- a. A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It doesn't have to be persistent to be taken seriously as it could be an indicator of bullying. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. This not only ensures that all

incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

19. Procedures

a. When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately. A Bullying Report Form will be completed.
- Members of staff will do their best to ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff may seek medical assistance from 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 bully, 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
- 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 attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students
- Due to the potential for sexist, transphobic, sexual, etc 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.

b. Cyber bullying

- Advise the victim not to respond to the message. As soon as possible arrange for the student to speak to a Pastoral Support Officer who will;
- Refer to relevant policies including e-safety, acceptable computer use, anti-bullying and Safeguarding, and apply appropriate sanctions.
- Advise the student not to delete the message/image.
- Secure and preserve any evidence.
- Inform the sender's e-mail service provider.
- Inform the Year Leader and Safeguarding Team.
- Notify parents of the students involved.
- Consider informing the police, depending on the severity or repetitious nature of the offence.

- c. Required actions if malicious posts or threats are made against students or teachers

Inform the Headteacher or a member of the Safeguarding Team who will;

- Inform the site used and request the comments be removed if the site is administered externally.
- Secure and preserve any evidence including URLs, screenshots and printouts.
- Inform parents.
- Send all the evidence to name of contact at the Child Exploitation and Online Protection (CEOP) Centre.
- Endeavour to trace the origin and inform police as appropriate.
- Cheshire West Safeguarding Children Board may also be advised of the incident.

20. Responding to bullying

- a. If the Pastoral Team are satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- b. A member of the Pastoral Team will inform the student of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- c. Restorative justice systems also provide support to targets of bullying and those who show bullying behaviour. If possible, the Pastoral Team will attempt reconciliation and will obtain a genuine apology from the bully. 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 is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- d. The perpetrator is supported in realising the consequences of their actions, by speaking once per week with their form tutor or a member of the pastoral/SEND team.
- e. Parents are informed of bullying incidents and what action is being taken.
- f. The Year Leader informally monitors the students involved over the next half-term.

21. Support

- a. For a month after the initial complaint of bullying, the Form Tutor or Pastoral Team holds an informal discussion, on a weekly basis, to check whether the bullying has stopped. The bully may be placed on Tutor Improvement or Year Leader Improvement Report with targets related to bullying and relationships.
- b. The Year Leader holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the Year Leader and victim are confident the bullying has stopped.
- c. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- d. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

- e. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- f. If the student visits the school nurse, the school nurse informally checks whether the bullying has stopped
- g. The school, particularly the pastoral/SEND team, will work with the victim to build resilience, e.g. by offering emotional therapy.
- h. The school realises that bullying may be an indication of underlying mental health issues. Perpetrators maybe required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.
- i. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

22. Follow-up support

- a. The progress of both the bully and the victim are monitored by their form tutors or a member of the pastoral team. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate. If appropriate, follow-up correspondence is arranged with parents one month after the incident.
- b. Students who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their form tutor, Pastoral/SEND team or a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate
- c. Students who have bullied others are 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
- d. Students who have been bullied will be assessed on a case-by-case basis and the pastoral team will, if necessary, refer the victim of bullying to CAMHS.
- e. In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the Headteacher and Safeguarding Team will look to transfer the student to another mainstream school.

- f. Where a child has developed such complex needs that alternative provision is required, the student who has been the victim of bullying, their parents, the Headteacher and Safeguarding Team will meet to discuss the use of alternative provision.

Appendix A – Key staff and their roles/contact details

Pastoral Team		
Role	Name	Contact email
Year Leader7	Miss Catherine Thursby	cthursby@bishopschester.co.uk
Year Leader8	Miss Audrey Yule	Ayule@bishopschester.co.uk
Year Leader9	Miss Jenni Sadler	jsadler@bishopschester.co.uk
Year Leader10	Mr Matt Bowden	MBowden@bishopschester.co.uk
Year Leader11	Miss Yasmin French	yfrench@bishopschester.co.uk
Senior Year Leader	Mr Phil Lucas	plucas@bishopschester.co.uk
Head of Sixth Form and Deputy Designated Safeguarding Lead	Mr Stephen Moffatt	Smoffat@bishopschester.co.uk
Deputy Head of Sixth Form	Miss Cheryl Foster	Cfoster@bishopschester.co.uk
Pastoral Support Officer for Year 7	Mrs Jo Evans	jevans@bishopschester.co.uk
Pastoral Support Officer for Year 8/9	Mrs Justine Bryant	jbryant@bishopschester.co.uk
(Senior) Pastoral Support Manager for Year 10/11 and Deputy Designated Safeguarding Lead	Mrs Liz Evans	levans@bishopschester.co.uk
Pastoral Support Officer	Mrs Amanda Paterson	apaterson@bishopschester.co.uk
SEND team		
Role	Name	Contact email
SENCO	Mrs Sarah Greenhalgh	sgreenhalgh@bishopschester.co.uk
Head of SEND Support	Mrs Helen Burton	Hburton@bishopschester.co.uk
Senior Leadership		
Role	Name	Contact email
Deputy Headteacher and Designated Safeguarding Lead and SLT Link to Year 8	Miss Helen Cairns	hcairns@bishopschester.co.uk

Headteacher – SLT Link to Year 7 and Year 9	Mr Ian Wilson	iwilson@bishopschester.co.uk
Assistant Head SLT Link to Year 10	Mr Andrew Clarkson	aclarkson@bishopschester.co.uk
Assistant Head SLT Link to Year 11	Miss Vanessa Burton	vburton@bishopschester.co.uk

Appendix B – Bullying Report Form

Details of incident

- Bullying
- Prejudice related incident

Nature of incident: (Tick all that apply)

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Form of bullying or incident: (Tick all that apply)

- Race – racist bullying
- Sexual orientation – homophobic/biphobic
- Special educational needs (SEN) or Disability
- Culture or class
- Gender identity – transphobic
- Gender – sexist bullying
- Appearance or health conditions
- Religion or Belief related
- Related to home or other personal circumstances
- Other or non-specific

Outcome – perceived/actual