

**Outcomes
First
Group.**

Anti-Bullying Policy



**Strawberry Lane
School**

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School Context

Strawberry Lane School is a school meeting the needs of 60 young people aged 11-19, who have a primary need of Autism Spectrum, communication and language and often additional needs. Situated in Bowburn, Durham, our school building has been refurbished and re-designed to the highest standard to meet the needs of our wonderful students.

At Strawberry Lane School we are dedicated to creating a therapeutic and nurturing learning environment which enables all students to make progress. By providing a broad and rich curriculum focusing on the holistic growth of our students we Empower, Embrace and Educate our young people, helping them find their place within the world. Our mission is to provide an outstanding holistic education that is both tailored to the unique needs of our students and designed to prepare them for fulfilling futures.

At Strawberry Lane School, we believe that each student should feel embraced as they're all unique, and we celebrate their individuality. Our skilled and compassionate staff work tirelessly to create a nurturing and supportive atmosphere, where students are encouraged to grow both academically and socially. We integrate therapeutic approaches to ensure that every child feels ready and motivated to learn.

We take pride in offering a learning experience that respects and responds to these needs, empowering our students to thrive in their own way. Our approach is one of inclusivity, respect, and encouragement, aimed at uncovering each student's hidden talents and guiding them towards success.

Statement of general principles and aims

- Everyone has the right to feel safe in school.
- We should always be polite to each other.
- Everyone must take responsibility for their own actions.
- Everyone should be given respect.
- Strawberry Lane School is committed to the principle that targeting, harassment and bullying constitutes unacceptable behaviour and that reports of targeting and bullying will be taken seriously.

Our aims are:

- To provide a secure environment in which pupils and staff can report incidents confidently
- To show all pupils and staff that targeting, harassment and bullying is taken seriously
- To enable staff to respond calmly and confidently to targeting, harassment and bullying incidents
- To reassure pupils and staff that the school will protect and support all parties whilst the issues are resolved
- To provide long term and positive programmes of personal development where it is required

Strawberry Lane school believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. It is important to note that the nature of the difficulties of the pupils attending Strawberry Lane school can result in pupils being more vulnerable to incidents of bullying either as the victim or perpetrator.

The strategies outlined in this policy, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos that is the core value of the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the

school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Promoting Good Behavioural Policy, which is communicated to all pupils, school staff and parents and can be downloaded from our website.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school within the context of the additional needs of our pupils.

Legal framework

1.1. This policy has due regard to 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
- KCSIE 2022

1.2. This policy has been written in accordance with DfE advice, including, but not limited to:

- 'Preventing and tackling bullying' (2017)
- 'Sexual violence and sexual harassment between children in schools and colleges' (2018)

Please see the following government guidance on preventing and tackling bullying in schools:

- [Preventing and tackling bullying , Mental health and behaviour in schools](#)
- [Behaviour in schools: advice for headteachers and school staff](#)
- [See Rise Above for links to materials and lesson plans](#)

1.3. This policy will be implemented in conjunction with the school's:

- Promoting Good Behavioural Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy

2. Definition

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

2.2. 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.

2.3. Vulnerable pupils are more likely to be the target 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 with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

3. Key roles and responsibilities

3.1. The Director of Education evaluates and reviews this policy to ensure that it is non-discriminatory.

3.2. It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

3.3. The Head Teacher reviews and amends this policy, considering new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

3.4. The Senior Team keeps a bullying record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

3.5. The Senior Team will analyse the data in the bullying record at termly intervals to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

3.6. The Head Teacher arranges appropriate training for staff members.

3.7. Each Key Worker corresponds with parents daily and meets with parents where necessary. They also provide a point of contact when more serious bullying incidents occur.

3.8. Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

3.9. All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's key worker and class teachers of such observations.

3.10. All staff will avoid gender stereotyping when dealing with bullying.

3.11. All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying and giving due regard to the communication difficulties of both the victim and the perpetrator.

3.12. All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

3.13. Parents are advised to inform their child's Key Worker if they are concerned that their child may be being bullied or be involved in bullying.

3.14. Pupils are advised to inform a member of staff if they witness bullying or are a victim of bullying.

3.15. Pupils are taught not to make counter-threats if they are victims of bullying.

3.16. Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.

3.17. Pupils are advised to retain all evidence of cyber bullying.

4. Types of bullying

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

4.2.

- a) Physical e.g. hitting, kicking taking belongings.
- b) Verbal e.g. verbal taunts and name calling, insulting and making offensive remarks and suggestions
- c) Indirect e.g. malicious gossip, excluding from social groups, being made the subject of ridicule, for example through invention of untrue stories.
- d) Cyber-bullying
- e) Prejudice-based bullying

Specifically, bullies commonly take opportunities to distress and harm individuals through the following forms of bullying classifications, which includes bullying by race, gender, sexual orientation and/or identity, age or disability. (These categories are neither exhaustive nor definitive)

Cyber-bullying: Technological advances have provided a new medium for ‘virtual’ or ‘cyber-bullying’ using email, online games, social media, mobile phone, MSM and the internet. See Online Safety Policy.

Racist Bullying: The person/child is targeted for being a member of group within society. Racist bullying can consist of verbal abuse e.g. name calling, racist comments, jokes, offensive mimicry and physical attacks.

Sexual Bullying: This form of bullying can affect males and females and can include which abusive name calling, comments about appearance, obscene gestures, upskirting, inappropriate and uninvited touching or suggestions.

Prejudice-based Bullying: Prejudice-based bullying is when bullying behaviours motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.

Disability Bullying: People with a variety of disabilities can find themselves bullied because of the nature of their disability. Bullying within this category can present itself as mimicry, name calling and inappropriate joking. It is important that staff give clear messages that such behaviour will not be tolerated

Bullying and Students with Autism: As a school we need to differentiate between students’ behaviours that result from, or are associated with, autism, and those that can be described as bullying. Individual learners’ behaviour patterns and needs will be detailed in their Behaviour Support Plan (BSP). To be classified as bullying the behaviour should have the following characteristics: directed, intentional, wilful and be aimed at causing hurt or putting the person /child under stress.

Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence (eg under Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003, Public Order Act 1986). If staff feel that an offence may have been committed they should seek assistance from the police.

5. Statutory implications

5.1. The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

5.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

5.3. The NAHT has guidelines that recommend Head Teachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Head Teacher understands that they cannot do this without fully involving their teaching staff.

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

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

6.1. All reported or witnessed instances of bullying in the school are investigated by a member of staff.

6.2. Staff encourage pupil cooperation and the development of interpersonal skills using group work and pair work.

6.3. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

6.4. Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.

6.5. Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

6.6. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

6.7. All members of the school community are made aware of the school's Anti-Bullying Policy.

6.8. All staff members receive training on identifying and dealing with the different types of

bullying.

6.9. A safe place, supervised by a teacher, is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

6.10. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

6.11. Pupils will meet with their Key Worker regularly to ensure any problems can be actioned quickly.

6.12. Class teachers and senior staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

7. Signs of bullying

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

- Being frightened to travel to or from school
- 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 school work
- 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

7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

7.3. Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

8. Staff principles

8.1. Prevention is at the forefront of the school's Anti-Bullying Policy.

8.2. Staff treat reports of bullying very seriously.

8.3. Staff do not ignore signs of suspected bullying.

8.4. Unpleasantness from one pupil towards another is always challenged and never ignored.

8.5. Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

8.6. Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to if the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the DSL immediately.

8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Preventing child-on-child sexual abuse

9.1. The school takes a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence. However, will seek to ensure a proper understanding is held by any pupils engaged in such issues. There is a specific policy in place centered around child-on-child abuse.

9.2. 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.

9.3. Sexual violence refers to the three following offences:

- **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.
- **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.
- **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.

9.4. The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place should any instances of sexual harassment or sexual violence be uncovered.

9.5. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

9.6. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE 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

9.7. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

9.8. All staff will be aware that peer-on-peer abuse can be manifested in many different 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.

9.9. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

9.10. 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. 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.

9.11. 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.

9.12. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to DSCP.

Managing disclosures

9.13. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

9.14. 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 and with the help of DSCP where necessary. If staff are in any doubt, they will speak to the DSL.

9.15. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind always.

Confidentiality

9.16. The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. 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.

9.17. The DSL 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 DSCP.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9.18. More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

10. Cyber bullying

10.1. The school has in place an Online Safety Policy, which outlines the school's zero tolerance approach to cyber bullying.

10.2. The school views cyber bullying in the same light as any other form of bullying and will follow the consequences set out in [section 12](#) of this policy if they become aware of any incidents.

10.3. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

10.4. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

10.5. If an electronic device is seized by a member of staff, and there are reasonable grounds 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.

10.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Head Teacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

10.7 There is a whole school/setting approach to online safety to help equip pupils with knowledge and understanding to stay safe online. The school helps and supports its pupils to recognise and avoid online safety risks and to help build their digital resilience. This is integrated into everyday learning and covered in detail as part of the RSHE curriculum.

There are a range of resources to provide support for online safety in schools at: childnet.com

Pupils those who are non-verbal or have limited receptive and expressive communication and learning disabilities will need further support.

10.8 The school will work with parents and carers to help keep pupils safe online. Parents and carers will be informed about what their children are being asked to do online, including the sites they will be asked to access and if their child will be interacting with others online. The *Web Filtering & Monitoring Policy* includes information about the systems used to filter and monitor online use.

10.9 The Group requires safe and secure systems to be put in place within schools that limits the exposure to such risk. The Group operates a highly secure web filtering system on the internet link to the setting to safeguard the school's computers and internet use and also offers safeguards on mobile phones and tablets used over the setting's Wi-Fi network.

Web filtering and monitoring helps to keep pupils safe from illegal and inappropriate content and that they are protected from extremism online when using the setting's Wi-Fi. The school works with the Group's IT Section to ensure that the filtering and monitoring systems are appropriate for the school, and are informed in part, by the risk assessment required by the Prevent Duty. The filtering and monitoring systems are reviewed at least annually.

South West Grid for Learning <https://swgfl.org.uk/> have created a [testing tool](#) that can be used to check the filtering system is blocking access to illegal child sexual abuse material, unlawful terrorist content and adult content.

11. Procedures

11.1. Minor incidents are reported in debrief and recorded on Sleuth. The Key Worker of the pupil will investigate the incident in collaboration with the Key Worker of the perpetrator. They will then set appropriate consequences/support mechanisms for the perpetrator and inform the Senior Team.

11.2. When investigating a bullying incident and/or a prejudiced-based incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.
- If a pupil is injured, two First Aid Trained members of staff will take the pupil immediately to the medical room to examine 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 supported 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. Often incidents can be directly linked to the communication difficulties of the pupils rather than being a purposeful act of bullying.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- All concerned pupils are informed that they must not discuss the interview with other pupils.

11.3. Due to the potential for sexist, transphobic and sexual 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.

12. Putting It Right

12.1. If the Headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. They will be referred to the Senior team for further support and intervention work.

12.2. The Head Teacher informs the pupil of the type of consequence to be used in this instance (exclusions, restorative actions etc.) and future consequences if the bullying continues.

12.3. If possible, the senior 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. This action may be delegated to a more appropriate familiar and trusted adult for both the victim and the perpetrator.

12.4. The perpetrator is supported to realise, by speaking with a member of the DSL team or the senior team, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour with examples of how they might do things differently.

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

12.6. The Senior team informally monitors the pupils involved over the next half-term.

13. Support

13.1. The Key Worker holds an informal discussion, on a weekly basis, to check whether the bullying has stopped. A record of these discussions will be passed on to the Pastoral and DSL team.

13.2. The senior team hold a formal meeting, monthly, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the DSL Team and victim are confident the bullying has stopped.

13.3. If necessary, group dynamics are broken up by members of staff by assigning places in classes.

13.4. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

13.5. The victim is encouraged to broaden their friendship groups by joining break and lunchtime activities.

14. Follow up support

14.1. The progress of both the bully and the victim are monitored by their Key Workers. One-on-one sessions to discuss how they are progressing may be appropriate.

14.2. If appropriate, follow-up correspondence is arranged with parents one month after the incident.

14.3. Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their Key Worker or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

14.4. Pupils 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
- Therapeutic intervention as appropriate

14.5. Pupils who have been bullied will be assessed on a case-by-case basis and the DSL team will, if necessary, refer the victim of bullying to the therapy team for support.

15. Bullying outside of school

15.1. Teachers have the power to address pupils for their behaviour outside of the school premises within the school day. 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.

15.2. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of bullying, members of staff can only address the behaviour of the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

15.3. The Head Teacher has a specific statutory power to address pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher 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.

15.4. The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

15.5. If the behaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

16. Monitoring and review

16.1. This policy is reviewed every two years and when appropriate by the Head Teacher and the Senior team

Appendix 1 – Bullying Report Form

This form will be sent to the Head Teacher upon completion:

Personal Details

Name of person reporting incident:		
Name of pupil(s) being bullied:		
Sex:		
Key Stage:		
Form		
How may we contact you (please circle)?		
At school		At home
Home address:		
Email:		
Telephone		

Incident Details

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

Impact of the bullying

What emotional impact has the bullying had on the pupil?
Was anyone physically hurt?
Did anyone need medical attention?
Has anyone else been informed of the bullying?
If so, when were they informed?
If not, why has the incident not been reported?

Help and Support

Do you have any concerns about reporting the bullying?

What more do you think could be done to help prevent instances like this in the future?

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

**Outcomes
First
Group.**

Acorn Education And Care
National Fostering Group
Options Autism