Anti-bullying Policy: Students

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Contents:

Statement of intent

James Calvert Spence College believes that all students are entitled to be themselves and 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.

Bullying of any kind is unacceptable and will not be tolerated in the school community. The safety, welfare and safety wellbeing of all students is a key priority. We take all instances of bullying seriously and it is our duty as a whole community to take measures to prevent and tackle any bullying, harassment or discrimination.

These measures and 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 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 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
- 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'
- DfE (2023) 'Keeping children safe in education (2023)'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Education and Training (Welfare of Children) Act 2021
- Ofsted Review of sexual abuse in schools and colleges

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'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Remote Education Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Secondary School RSE and Health Education Policy
- Exclusion Policy

2.   Definition

For the purpose of this policy, "bullying" is defined as repeated and persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. This may leave the target feeling upset, uncomfortable, or unsafe.

For the purpose of the policy, 'Banter' is defined as an exchange between individuals or groups when both people/sides are in on the joke.

For the purpose of this policy, 'relationship conflict' is defined as a personality clash that causes an argument or difference of opinion that can be ongoing and repeated or persistent.

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.

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 or certain health conditions.
- Students who are adopted.
- Students suffering from mental health issues.
- 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.

3. Types of bullying

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.

Bullying is acted out through the following mediums:

- Verbally-swearing, offensive language, etc.
- Physically-punching, kicking, pinching, slapping, tripping up, etc.
- Indirect-emotionally, online (Cyber), spreading rumours, isolating individuals, etc.

3.1 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.

3.2 Homophobic bullying

Bullying another person because of their actual or perceived sexual orientation.

3.3 Transphobic bullying

Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

3.4 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.

3.5 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.

3.6 Prejudicial bullying

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

3.7 Relational bullying

Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

3.8 Ableist bullying

Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

3.9 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.

The above definitions and key terms will be delivered and discussed with students during PSHE lessons and specific times during year in Form Tutor time and Anti bullying week (November).

4. Roles and responsibilities

4.1 The governing body is responsible for:

- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that students are taught how to keep themselves and others safe, including online.
- 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.

4.2 The Executive headteacher and Executive Leadership Team is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring that all reported incidents are recorded on to the school's behaviour log specifically Bromcom, 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. Overall responsibility for this will lie with the Assistant Headteacher in charge of Ethos and Culture. The pastoral Support Officers will also have a role to play in delivering CPD to colleagues.

4.3 Pastoral Support Officers (PSO) 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.
- Promoting and monitoring quiet areas. These may include but not limited to the Library, the Reflection room and the Quay.
- Monitoring a secure Worry box for students to leave messages for the PSOs.
- Publicise and monitor the online reporting tool 'We Need to Talk' on the school website that will come through to the Pastoral Team via email.

4.4 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 Officers 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 targets of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

4.5 The school nurse is responsible for:

- Offering emotional support to targets of bullying.
- Alerting the relevant PSO regarding any incidents of bullying.

4.6 Parents are responsible for:

- Informing their child's PSO or form tutor if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.7 Students are responsible for:

- Being an upstander not a bystander-informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are targets 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 target to cyber bullying.

5. 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 children and young people at the school to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

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

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

6. Prevention

The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

All reported or investigated instances of bullying will be investigated by a member of staff.

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.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work.

All types of bullying will be discussed as part of the curriculum.

Diversity, difference and respect for others is promoted and celebrated through various lessons, especially PSHE lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Potential targets of bullying are placed in working groups with other students who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities, after school clubs (e.g. running club) and cultural groups.

A safe place is available for students to go to during some free time if they feel threatened or wish to be alone. Alternatively, a 1-1 meeting can be arranged through the Pastoral Office or the 'We need to talk' button on the school website.

The teacher 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 be closely monitored by their Form Tutor to ensure any problems can be actioned quickly.

Form tutors and PSOs will also offer an 'open door' policy allowing students to discuss any bullying, whether they are targets or have witnessed an incident.

Before a vulnerable student joins the school, the student's form tutor and the PSO will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school.

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.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a student is a target 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

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 are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

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 target 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 and/or PSO, who will investigate the matter and monitor the situation.

8.   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 they will not ignore signs of suspected bullying.

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

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

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 target has given consent to, 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 or Deputy DSL immediately.

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

9.   Preventing child on child sexual abuse

The school has a zero-tolerance approach to all forms of child on child sexual abuse, including sexual harassment and sexual abuse.

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 abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence.

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.

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

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.

The school will also ensure that students 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

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". Staff will also be aware that child on child abuse can be manifested in many ways, including youth produced sexual imagery (also known as sexting), sexual harassment and assault, and hazing-/initiation-type violence.

Where a student is found to have been involved in harmful sexual behaviour, the school will help the student to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of students with SEND or other health conditions, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ students are more likely to be targeted by other students . In some cases, students who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ students.

The school's response to sexual abuse, sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between students of the opposite sex.

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 will be made to children's social care services (CSCS). Parents (where appropriate), police and the safeguarding team may also be contacted.

10. Managing disclosures

Targets will always be taken seriously, reassured, supported and kept safe.

Targets will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a target 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 target reports an incident; however, staff will consider why the target has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against students with SEND or other health conditions. They will record the incident in writing and, working with the Assistant Headteacher in charge of Diversity, decide what course of action is necessary, with the best interests of the student in mind at all times.

11. Confidentiality

The school will only engage with staff and agencies required to support the target and/or be involved in any investigation.

If a target asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the target's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the target 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 CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing child on child sexual abuse is available in our Child Protection and Safeguarding Policy as well as the Child on Child Abuse Policy.

12. Cyber bullying

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 cyber bullying.

The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

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

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of students staying safe online.

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 target of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and students will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Students will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or student, the person targeted will be encouraged to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

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 this policy.

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

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.

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

13. Procedures

We believe that following a full investigation into any allegations of bullying where the member of staff is in possession of the full story, we are in the best position to decide whether the incident is bullying, banter, relationship conflict, or something else. We will therefore be able to act accordingly (see paragraph 2 for definitions).

Minor incidents are reported to the target's form teacher or PSO, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the Assistant Headteacher in charge of Ethos and Culture as required of the incident and outcome. This will be recorded onto the school's behaviour management system.

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

- The target, 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 target 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 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.

14. Sanctions

If school staff 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.

School staff will inform the student of the type of consequence to be used in this instance (e.g. restorative conversation, etc.) and future consequences if the bullying continues.

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

The perpetrator will be supported by their Tutor/PSO to understand the impact of their behaviour, in order that they change their behaviour/actions and become a positive member of the JCSC school.

Parents/carers are informed of bullying incidents and what action is being taken. School staff must be mindful of confidentiality when speaking to parents of perpetrator and target.

If appropriate, the PSO or Form Tutor can organise a restorative meeting with all involved in the incident including the bystanders.

The PSO informally monitors the students involved, following the incident, over the next 3-4 weeks.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

15. Support

During the first month after the initial complaint of bullying, the PSO will 'check in' informally to have an informal discussion to check whether the bullying has stopped. There may be a necessity here for a more formal meeting to check whether the bullying has stopped. These

formal meetings will continue to take place until the PSO and target are confident the bullying has stopped.

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

The target is encouraged to tell their form tutor, PSO or their trusted adult in school if bullying is repeated.

Targets will be reassured that they were right to report the incident and that appropriate action will be taken.

The target is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

School will liaise with parents to ensure a continuous dialogue of support.

The school may work with the target to build resilience, e.g. by offering emotional therapy or social skills intervention programmes led by our LSP team.

The school realises that bullying may be an indication of underlying mental health issues. Additional support may be considered 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.

16. Follow-up support

The progress of both the perpetrator and the target are monitored by their form tutors or PSO.

One-on-one sessions to discuss how the target and perpetrator are progressing may be appropriate.

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

Students who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their PSO or a member of staff of their choice (e.g. their trusted adult)
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

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

Students who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the target of bullying to CYPS.

In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the headteacher and DSL will consider the possibility of transferring the student to another mainstream school.

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

17. Bullying outside of school

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.

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 is investigated and acted on.

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 ELT are responsible for determining whether it is appropriate to notify the police of the action taken against a student.

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

18. Monitoring and review

This policy is reviewed every two years by the ELT.

The scheduled review date for this policy is September 2025.

Appendix 1

James Calvert Spence College Incident Form

NAME:		TUTOR GROUP:

TODAYS DATE:	DATE OF INCIDENT:	TIME OF INCIDENT:

WHERE DID HAPPEN?

WHO WAS INVOLVED?

WHO WITNESSED IT? (Staff/Students)

WHAT HAPPENED: (Write down, where, what, who when and why? include any physical or emotional impact? Who did you tell?)

STAFF ACTION	
STAFF MEMBER:	DATE/TIME:

RECORD ACTIONS (Bromcom, Referral, PSO, Contact home:

Appendix 1

Description of injury / additional notes:

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider an Early Help Plan (previously CAF)		
Consult with Social Care		