



# SHOBNALL PRIMARY & NURSERY SCHOOL

## ANTI-BULLYING PROCEDURES



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## **STATEMENT OF INTENT**

Shobnall Primary & Nursery 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 document outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Procedures, which is communicated to all pupils, school staff and parents.

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

Our Anti-Bullying Lead at Shobnall Primary & Nursery School is Deputy Head Teacher & SENDCO, Mrs Farrington.

Our Anti-Bullying Governor with Lead responsibility is Michelle Bradley.

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**1. AIMS**

- All pupils at Shobnall Primary & Nursery School have the right to be safe and happy in the class, on the playground and around school. We strive to ensure that all pupils are kept safe and can flourish. Bullying can cause great distress and have a significant impact on health and learning. Both adults and children need to know what to do when this occurs.
- With reference to the Equality act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:
  - Age
  - Disability
  - Gender reassignment
  - Race
  - Religion or belief
  - Marriage or civil partnership
  - Sex
  - Sexual orientation
  - Pregnancy and maternity
- At Shobnall Primary & Nursery School, we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups including, disabled children, children with SEN, those who are or perceived to be LGBT, race and faith minority groups, young carers, looked after children, appearance targeted and sexual orientation. At Shobnall Primary, we have due regard to the need to eliminate discrimination by challenging and preventing discriminatory language being used in our school.
- Bullying can be addressed in a number of ways including 1:1 support and reparative work, restorative practice, assemblies, class talk time and through PSHE topics, outside agency involvement, themed weeks and through our curriculum and MyHappyMind programme.
- Parents and pupils should know that they can share their worries with the class teacher or a trusted adult in the school. Bullying will not be tolerated at Shobnall Primary & Nursery School and allegations of bullying are taken very seriously.

**2. OBJECTIVES**

- To explain our school systems for dealing with bullying incidents.
- To have strategies in place to deal with both victims and bullies.
- To ensure that all stakeholders are aware of their roles and responsibilities with regards to identifying and dealing with incidents of bullying.

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- To explain strategies that are in place to prevent bullying.

### **3. LEGAL FRAMEWORK**

- This document has due regard to legislation and statutory guidance 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
- This document operates in conjunction with the following school procedures:
  - Behaviour
  - Safeguarding and Child Protection
  - Health and Safety and Wellbeing
  - Equal Opportunities
  - Special Educational Needs and Disabilities
  - Online Safety
  - Approach to the Teaching of Personal, Social and Emotional Education (PSHE), Including Relationships and Health Education

### **4. ROLES AND RESPONSIBILITIES**

- The **local governing body** is responsible for:
  - Evaluating and reviewing this document to ensure that it is not discriminatory.
  - The overall implementation of this document.
  - Ensuring that the school adopts a tolerant and open-minded document towards difference.
  - Ensuring the school is inclusive.
  - Analysing any bullying data to establish patterns and reviewing this document in light of these.
- The **head teacher** is responsible for:
  - Reviewing and amending this document, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
  - Keeping a record of all reported incidents on MyConcern, including which type of bullying has occurred, to allow for proper analysis of the data collected.

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- Analysing the data in the bullying record at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- The **teachers** are responsible for:
  - Being alert to social dynamics in their class.
  - Being available for pupils who wish to report bullying.
  - Providing follow-up support after bullying incidents.
  - Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the head teacher of such observations.
  - Refraining from gender stereotyping when dealing with bullying.
  - Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
  - Reporting any instances of bullying once they have been approached by a pupil for support using the MyConcern portal.
- **Parents** are responsible for:
  - Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
  - Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- **Pupils** are responsible for:
  - Informing a member of staff if they witness bullying or are a victim of bullying.
  - Not making counter-threats if they are victims of bullying.
  - Walking away from dangerous situations and avoiding involving other pupils in incidents.
  - Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## 5. **DEFINITION**

- The Anti-Bullying Alliance defines bullying as:

*“The repetitive, intentional hurting of one person by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.*

- Bullying is not when pupils have the odd argument, fall out or engage in a one off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support pupils who are being bullied and to act in a supportive manner if a pupil approaches them with an allegation of bullying.

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- There are four key elements to this definition, taken from the Anti-Bullying Alliance
  - Hurtful
  - Repetition
  - Power imbalance (difficult for victim to defend themselves against)
  - Intentional
  
- Bullying will be treated as a safeguarding/child protection concern when there is reasonable cause to believe that a pupil is suffering or likely to suffer significant harm. We will then follow our Safeguarding Procedures.
  
- Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.
  
- Vulnerable pupils may include, but are not limited to:
  - Pupils with SEND/disabilities.
  - Pupils who are adopted.
  - Pupils suffering from a health problem.
  - Pupils with caring responsibilities.
  - Pupils who are perceived to be LGBT.

## **6. TYPES OF BULLYING**

- Many kinds of behaviour can be considered bullying and can be related to almost anything. Bullying can take many forms but may be one OR a combination of the following types:
  
- Teasing another pupil 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
  - Physically
  - Emotionally
  - Online (Cyber)
  
- **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.
  
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

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- **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

## **7. 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 always considers the age and development of pupils when deciding what will be taught in each year group.
- 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 head teacher will ensure that this document complies with the HRA; the head teacher 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.

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- 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.

## **8. 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.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- All types of bullying, including online bullying and how to conduct themselves when out of school will be discussed as part of the curriculum.
- We promote a respectful ethos. Diversity, difference and respect for others is promoted and celebrated through various lessons. We celebrate Anti-Bullying Week and Safer Internet Day as part of our regular annual activities.
- Peer support strategies are integral to our whole school approach to bullying. Anti-Bullying Ambassadors meet regularly and contribute to our zero tolerance of bullying behaviour, helping to promote that we are all upstanders and not bystanders.
- Conscious role modelling by all adults in the school community. Promoting articulation by building appropriate language and a coherent vocabulary.

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- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Potential victims of bullying are placed in working groups with other pupils 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 and cultural groups.
- All members of the school are made aware of this document and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- 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.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, 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.
- Our Anti-Bullying Charter outlines our commitment to the prevention and response to bullying:
  1. We **listen** to all pupils, parents and carers and develop our strategies to prevent, report and respond to incidents of bullying through partnership working.
  2. All pupils are **included**, valued and participate fully in all aspects of school life.
  3. We treat everyone fairly and **respect** each other.
  4. All forms of discriminatory language is **challenged** and taken seriously.
  5. We **celebrate** that we are all **different** and our special qualities are welcome across the whole school.
  6. All staff, pupils, parents and carers **understand** what bullying is and what it isn't.
  7. All pupils, parents and carers are **believed** and taken seriously when incidents of bullying are reported.
  8. All pupils, parents and carers understand how to **report bullying** incidents.
  9. We respond quickly to all incidents of bullying and **take action**.

10. Our school's **Anti-Bullying Procedure** reflects these principles and is actively promoted to staff, pupils, parents and carers.

## **9. SIGNS OF BULLYING**

- Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
  - Unwillingness to attend school
  - 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
  - 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.
  
- Pupils 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 pupil becoming aggravated
  - They have been the victim of domestic abuse
  - Their academic performance has started to fall, which has meant they are stressed
  
- If staff become aware of any factors that could lead to bullying behaviours, they will notify the head teacher, who will investigate the matter and monitor the situation.

## **10. STAFF PRINCIPLES**

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

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- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil 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 pupils' 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.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## **11. PREVENTING CHILD-ON-CHILD ABUSE**

- The JTMAT Child Protection and Safeguarding Policy and the school's Safeguarding Procedures 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 pupils 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 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
- 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".
- All staff will be aware that child-on-child 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.
- 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.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- If a child 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).

### **Managing Disclosures**

- 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.
- 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 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 pupils with SEND. They will record the incident on the MyConcern portal and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

- The school will only engage with 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 will not 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.
- 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 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 abuse is available in our Child Protection and Safeguarding Document.

## **12. CYBER BULLYING**

- Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:
  - Bullying can happen 24/7 making it difficult to escape.

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- The audience for bullying is potentially much larger increasing the impact.
  - Cyberbullying incidents can quickly escalate making them difficult to contain.
  - Anonymity and being one step removed makes it easier for the bystander to join in.
  - Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.
  - There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact on their behaviour.
  - Unlike traditional forms of bullying, evidence is readily available and should be preserved.
- The school has Online Safety Procedures in place, which outlines the school's 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 section 14 of this document if they become aware of any incidents. Consideration as to whether a restorative approach to resolving the matter might be appropriate.
  - 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 15 and section 16 of this document.
  - If the person responsible for bullying is identified, we will work with them to make them aware of the consequences of their actions and try to change their behaviour, taking into account anyone who may have passed on emails or texts or posted responses online.
  - In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile 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, the head teacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

### **13. PROCEDURES FOR REPORTING AND INVESTIGATING BULLYING**

- At Shobnall Primary & Nursery School, we believe it is important to listen to pupils when they have concerns. Children can fall out with each other or say things that other children do not like. In these circumstances, we encourage pupils to tell each other when they do not like something that is happening. Staff will help address issues, mend harm and reconcile through a restorative justice system. Behavioural incidents (including complaints of bullying) are recorded in the class behavioural log to establish patterns and provide evidence of action. Children also have the opportunity of sharing concerns through a 'worry monster' that can be found in every classroom.
- For SEND pupils who may have Communication and Interaction needs, we use a blank story board to enable children to record and report an incident of bullying behaviour. These are also used throughout Key Stage One, where our pupils may not have the vocabulary or writing ability to be able to report an incident. The first two boxes are used to show what happened before the incident and the last two boxes show what happened at the time of the incident. An adult may support the pupil with completing the story board, following a supportive script, where appropriate.
- When it is reported that a child is being bullied in school or out of school (e.g. cyberbullying or journeying to and from school), either by themselves or someone else, then action will be taken promptly and firmly. This is necessary even more so if it involves a child who may find it difficult communicating or remembering what has happened.
- The allegation will be investigated by the victim's class teacher, or where judged necessary, by the head teacher, DDSL or deputy head teacher.
- When investigating a bullying incident, the following procedures are adopted:
  - The victim, alleged bully and witnesses are all interviewed separately and unacceptable behaviour is made clear
  - Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
  - If a pupil is injured, members of staff take the pupil immediately to the first aid room to see 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

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- 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
- Written records of incidents will be collected from class behavioural logs and lunchtime communication books and recorded on the MyConcern portal.
- 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.
- Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue, they can speak to the head teacher, deputy head teacher or DDSL.

#### **14. SANCTIONS**

- If the head teacher 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.
- The head teacher informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- Depending on circumstances, restorative intervention may take place with those involved.
- The perpetrator is made to realise, by speaking once per week with their teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents of all parties are informed of bullying incidents and are invited to meet and work with the school to prevent any further episodes and to be informed about the action that has been taken.
- The head teacher informally monitors the pupils involved over the next half-term.

#### **15. SUPPORT**

- For a month after the initial complaint of bullying, the teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

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- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- 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 bully and the victim are monitored by their teachers.
- 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.
- Pupils who have been bullied are supported in the following ways:
  - Being listened to
  - Having an immediate opportunity to meet with their teacher or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
  - Being monitored in class by their teacher or in the playground by lunchtime supervisors
  - Told how the bullies have been dealt with
  - Supported through restorative justice methods if bullying persists
- Sometimes victims of bullying might need support to develop a friendship group.
- Pupils who have bullied others are supported in the following ways:
  - Made aware of the seriousness of their actions and possible consequences
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved

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- Being helped to understand what they did wrong and why they need to change their behaviour
  - Being monitored in class by their teacher or in the playground by lunchtime supervisors
  - Appropriate assistance from parents
- In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the head teacher and DSL will look to transfer the pupil to another mainstream school.
  - Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the head teacher and DSL will meet to discuss the use of alternative provision.

### **17. BULLYING OUTSIDE OF SCHOOL**

- The head teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the 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.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, 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 pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The head teacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

### **18. MONITORING AND REVIEW**

- This document is reviewed regularly by the head teacher, deputy head teacher and with the involvement from pupils, staff and parents.