



orchard  
Education

## Bullying Policy - Students

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## **Bullying**

The Orchard School understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships and supporting others and we will always look to challenge bullying in whatever form it might take.

Learners who attend The Orchard have often had a negative experience with bullying and may have wider Social Emotional and Mental Health or additional learning needs which may make them even more vulnerable to bullying. School has an absolute duty to make sure learners who attend the school are not faced with bullying whilst they attend our school.

The Orchard School aims to ensure that all members of the school feel welcome, safe and happy and so can learn and make progress. Bullying of any kind can prevent this happening. Bullying makes people feel unsafe and as a school, we take bullying seriously.

Pupils, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported.

Bullying (both verbal and physical) will not be tolerated in our School. It is the responsibility of students, staff, parents and carers, to prevent it happening, and once it has been identified, to prevent it from continuing.

There are statutory obligations on Schools in relation to preventing and tackling bullying. Under Education Inspections Act 2006, section 89 Headteachers are required by law to draft a written policy which will include measures to prevent all forms of bullying among pupils.

### **Specifically, these measures must be determined with a view to:**

- Promoting, among pupils, self-discipline and proper regard for authority
- Encouraging good behaviour and respect for others on the part of pupils and preventing all forms of bullying among pupils
- Securing that the standard of behaviour of pupils is acceptable
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulating the conduct of pupils

The Department of Education has issued Advice on “Preventing and Tackling Bullying” to help schools and Local Authorities address and prevent bullying. There is no legal requirement to follow the advice, but it explains what government policies mean in practice. School also consider the North East Lincolnshire ‘safer NEL’ strategy around online safety and bullying 2019-20120

## 1. What is bullying?

There is no legal definition of bullying. However, as stated via [Department for Education](#) website it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

**It takes many forms and can include:**

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

*“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.”*

The Department for Education Advice on Preventing and Tackling Bullying states that schools should have policies in place to deal with bullying and poor behaviour that are clear to parents, pupils and staff, so that when incidents do occur, they are dealt with quickly. If a school chooses to define bullying for the purposes of its own behaviour policy, this should be clearly communicated and understood by pupils, parents and staff.

## **The Government has also issued Statutory Guidance documents:**

[Keeping Children Safe in Education 2020](#) applies to all schools (whether maintained, non-maintained or independent schools, including academies and free schools, alternative provision academies and pupil referral units) and maintained nursery schools; it sets out the legal duties they must comply with and what they should do.

[Working Together to Safeguard Children](#) also sets out a various legal obligation for the school to adhere to.

### **Racial and Sexual Abuse/Bullying**

It is important that we are clear in respect of where forms of racial and sexual attack lie with regard to bullying.

Insulting behaviour on the part of a person towards a member of a group on grounds of gender, sexuality, colour or ethnicity is indefensible. It differs from other forms of verbal abuse or bullying in that it is not merely a personal attack but is aimed indiscriminately at a whole ethnic group. It is not intolerance of another's action but of another's background, culture or sex.

Although not all racist or sexual 'attacks' could be classified in solely bullying terms, some could comprise part of the ongoing bullying behaviour.

### **Teasing and Bullying**

It is also important to have a framework to consider when teasing becomes a form of bullying.

This can be a difficult area and is very dependent upon the context and the relationship of those within the interaction. This will often determine whether it is shared fun or more seriously not perceived as playful. It is in the interpretation of the behaviour by both the victim and bully that the power lies.

"Such distinctions in the way in which activities are perceived should not be ignored, for the different circumstances in which people find themselves lead them to interpret their experience in a different way. The pain they feel is real" (Walford 1988)

Therefore, in matters of what appear to be 'minor' teasing, a friend who only intended to light-heartedly tease would recognise the pain inflicted and stop. A bully may well recognise the pain inflicted and continue.

### **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, 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 that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

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

## **2. Measures to prevent bullying**

DfE guidance states. 'A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.'

'Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest'.

## Successful schools also:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable
- Use specific organisations or resources for help with problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- Provide effective staff training.

Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.

- Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- Create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Educating our learners around the impact of bullying is an essential way in which the school can work towards a successful prevention strategy. Empathy and consideration of other feelings are important parts of the curriculum. This must be prevalent in all discussions and be high profile around the centre with school corridor and classroom displays.

There has to be ongoing support and a high profile around the schools prevention strategy and each team meeting will have a 'bullying' section where any issues may be discussed.

The first obligation for the school is for us to understand we have an extremely important job in preventing bullying and to educate our learners as to what the impact of bullying may be. Learners who attend the school may have previous experience of being bullied and it is vital that we understand these issues and look to build confidence in the learners for them to understand school can be a safe and enjoyable environment where they can thrive. We should also make sure our learners understand what bullying is and how they can relate their own day to day actions and the impact that this may have.

The most effective preventative measure that can be employed is for all adults to establish clearly that bullying in the school, during transport, or on excursions will not be tolerated, and will be dealt with firmly.

This will also require adults to plan opportunities for talking to young people about issues of difference, in lessons or tutorials, through dedicated events or projects, or in formal meetings. Staff themselves will be able to determine what will work best for young people depending on the issues they need to address.

However, there are several features of adult behaviour which if adopted are likely to significantly reduce incidents of bullying.

#### **Orchard staff should:**

- play an active role in the supervision of young people;
- use the established systems of communication to detail incidents of bullying;
- consider seating arrangements during transport to decrease the likelihood of incidents of bullying occurring;
- use review sessions etc. to discuss bullying;
- intervene before low-key verbal abuse or physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve;
- confront victims to examine why the incident occurred, confirm the appropriateness of informing adults, and establish ways to avoid a repetition.
- Maintain firm, fair and positive discipline in the classroom and sharing responsibility for ensuring good behaviour in all areas of the school.



## **The school will:**

- Never be complacent as to think bullying cannot happen, bullying can occur anywhere. We will make sure we do everything we can to make sure we prevent any bullying occurring but if bullying does occur, we deal with it promptly and effectively
- Raise awareness of the nature of bullying through Theme Days, in tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-bullying Week.
- Consider the use of specific strategies, e.g. peer mentoring on a more regular basis subject to available resources.
- Refer to the LA guidelines on 'Bullying in the Workplace' and 'Safer NEL 2019-2020 where an adult in the community believes that he/she is being bullied.
- Ensuring the curriculum covers equality issues, tackles prejudice, promotes community cohesion and promotes diversity.
- Encouraging pupils to work well and develop good relationships with one another and to offer each other mutual support.
- Encouraging pupils to work in friendship, non-friendship and mixed gender groupings within the classroom and in extra-curricular activities.
- Ensure that pupils behave in a respectful and positive way towards one another.
- Inviting pupils to seek help for other pupils whose welfare causes them concern. In all cases a high degree of confidentiality will be kept.
- Encouraging parents to present any problems that they know or suspect their child might be having.
- Ensuring the school's programme for continued professional development (CPD) is inclusive of all staff and includes equality matters.
- Ensuring all staff receive regular updates on Anti Bullying. New staff will receive induction which includes relevant Anti Bullying and Safeguarding information.

Any young person can be at risk from bullies. School staff have an important role in supporting them and advising them how to cope.

## **Providing a safe and nurturing environment**

We recognise that many of the learners who attend the school may have a negative experience and be quite worried about engaging in school. It is our job to reassure and support all our learners for them to thrive.

## **Continual Supervision**

As an Independent Special school who may have vulnerable learners referred through to us we make sure that there is constant adult supervision at all times, including break, dinner and transportation to and from school. By providing constant adult supervision pupils will become confident that they are in a safe and nurturing environment where their well being is of the highest priority

## **Nurture Site**

We have many learners with significant SEMH issues following long standing and severe experiences of bullying and it is very important we support these learners as effectively as possible. The school adopts a multi-site approach which limits the negative impact on a hyper sensitive learner should any poor behaviour be witnessed. Learners with significant issues and who struggle in social situations will be educated at the schools 'nurture site'

## **Safe Faces**

School adopt a 'safe face' approach for all learners, who will nominate a member of staff who they feel most supported by or trust the most and promote this relationship in order to encourage learners to discuss any issues which might be of importance to them.

## **Appropriate reporting mechanisms**

Staff receive additional training in recognising and supporting learners who may fall victim to bullying wither inside or outside of school and will make appropriate referrals through to relevant agencies or internal support to make sure a learner is supported and any incidents of bullying are reported in a timely and productive manner.

## **Education**

Educating our staff and learners into the impact of bullying. Awareness of bullying and the impact it can have, as well as potential support networks both in and out of school are an essential way of making sure we remain focused in this area. By making it a constant source of referral we can make sure that any issues can be picked up and dealt with effectively. There will also be an additional sanction as discussed within the behaviour policy for any learner found to be bullying. In addition to any other sanction any pupil who is found to be bullying will be made to receive additional educational input from the welfare team in respect of bullying.

## **Students**

As part of the PHSE curriculum the learners have several designated sessions which highlight the impact of bullying, both as perpetrator or victim as well as keeping themselves safe in the real and virtual world. We recognise that cyber bullying is a relatively new aspect to keeping children safe but we wish to make sure both students, parents and staff have the ability to make sure they keep safe online. We have specific sessions within the PHSE curriculum throughout the year on a rolling program to make sure that learners can keep themselves safe online and know when, why and how to report any concern.

### **3. Recording, monitoring and responding**

#### **Reporting a concern**

Staff have a duty to report any suspicion or concern regarding a student or member of staff via appropriate channels. For concerns re a student the method of reporting will be via the secure 'CPOMS' portal. When describing the incident, we need to make clear what was done/said, how this made the person feel and any subsequent actions taken. Any report of bullying via the CPOMS portal will be followed up via several different channels to adequately support all parties. This will be in the form of:

1. Notifications via CPOMS to all interested parties and nominated staff to highlight the worry or concern.
2. Discussions at the daily Care Team briefings of what actions are going to be taken to support the learner.
3. Highlighting the issue on meeting minutes, so that a robust strategy can be implemented to support the learner as effectively as possible.
4. Ownership at SLT level – Any incident of bullying will be monitored by the designated safeguarding lead and principal who sit at Senior Leadership Level. Ultimate ownership of the incident/issue will fall under the remit of the designated safeguarding lead who will monitor and support any subsequent actions. This will include any follow up action that may be taken.

#### **School Response**

All reported incidents will be investigated and recorded. Students may be asked to write a statement themselves or have one taken.

Students who have been bullied will receive appropriate support, including help from staff and/or the care team e.g. within the School or where deemed appropriate from external

agencies. Students who have bullied will be offered help or counselling and may be given extra support.

There are a range of resolutions and sanctions available which will be used depending on the seriousness of the situation:

- a) Discussions with parents and children
- b) Discussions with groups of students facilitated by staff
- c) Loss of social time
- d) Referral to senior staff
- e) Withdrawal of enrichment activities or other privileges
- f) Being banned from school trips/rewards
- g) Fixed term exclusion from school
- h) Permanent exclusion in the case of serious assault or continued bullying of any kind.
- i) Education Sanction

**The police may be involved at the discretion of the Principal/Senior member of staff.**

Pupils who have bullied others will be supported by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and need to change.
- Informing parents to help change the attitude of the pupil/s.
- The use of special interventions and/or referrals to other agencies where appropriate. Support from the care team.
- Ongoing monitoring.

### **Monitoring**

Bullying incidents will form a part of each of the meeting processes where appropriate discussions may take place in highlighting incidents, responding to them and also highlighting ongoing support which may be necessary. These meetings are at the following times

- Care Team - Daily
- School Staff – Fortnightly
- Management – Weekly
- Senior Leadership Team – Fortnightly

Bullying is an agenda item on each of these meetings. All bullying incidents and the way in which they are highlighted and supported will also fall under the scrutiny of the Schools management committee (Safeguarding/Behaviour/Welfare)

School also track any bullying incident as part of their key performance indicators, these are monitored by a senior leader throughout the school year.

#### **4. Staff Training**

All adults will be involved in discussion and support as part of their induction and then subsequently on an ongoing basis exploring a range of issues including what constitutes bullying, how to respond to bullying, identification of high risk areas and how to support both those who bully and those who are the victims of bullying.

#### **5. Further Information**

##### **Other links and guidance:**

*DfE Behaviour and Discipline in Schools Guidance*

*Mental health and behaviour in schools advice for school staff*

*Counselling in schools a blueprint for the future: advice for school leaders and counsellors*

*Keeping Children Safe in Education (KCSIE)*

*Working together to safeguard children*

*Legislative links*

*Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014*

*Power to tackle poor behaviour outside school*

*The Equality Act 2010*

*Specialist organisations*

**The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.**

*The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.*

*The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).*

*The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.*

*Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.*

*The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.*

*Restorative Justice Council: Includes best practice guidance for practitioners 2011.*

### **Cyber-bullying and online safety**

*ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.*

*Digizen: provides online safety information for educators, parents, carers and young people.*

*Internet Matters: provides help to keep children safe in the digital world.*

*Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.*

*The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'*

### **LGBT**

*Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying*

*EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.*

*Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.*

*Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.*

## **SEND**

*Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.*

*Changing Faces: Provide online resources and training to schools on bullying because of physical difference.*

*Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.*

*Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.*

*Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.*

## **Mental health**

*MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.*

## **PSHE Association – guidance and lesson plans on improving the teaching of mental health issues**

*Race, religion and nationality*

*Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.*

*Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.*

*Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.*

*Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.*

*Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.*

*Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.*

## **Sexual harassment and sexual bullying**

*Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.*

*Disrespect No Body: Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.*

*Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.*

## **Frequently Asked Questions**

### **Q: Should we prioritise tackling some types of bullying over others?**

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' included in this document (section 5)

### **Q: Should I discipline pupils for bullying outside the school?**

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

### **Q: Should I record incidents of bullying?**

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is



recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils

## Review

This policy will be reviewed annually by a Director.

	Initial	Review 1	Review 2	Review 3	Review 4
Signed		D. Melia	D. Melia	Pete MacLeod	Pete MacLeod
Position		Director	Director	Director	Director
Date		04/08/2017	30/08/18	12.08.19	18/08/20