Part of the Branches Education Group

ANTI-BULLYING POLICY

Approved By	Rebecca Warhurst	Head Teacher	Aug 2026
Amendments Made			
Linked Policies	Behaviour, Rewards & Sanctions Policy, BEG Staff Disciplinary Policy		
Signed	R.Warhurst	Head Teacher	Aug 2026
	L De Hayes	Governance Chair	Aug 2026
Date Next Review	Aug 2027		

CONTENTS

1.0	INTRODUCTION	3
1.1	Bullying	3
1.2	Aims of this Policy	3
1.3	A Safe and Secure Learning Environment	3
1.4	Legal Framework	3
1.5	Guidance	4
2.0	TERMINOLOGY	4
2.1	Definition of Bullying	4
2.2	Characteristics of Bullying	4
2.3	Definition of Cyber-Bullying	4
2.4	Types of Bullying	5
2.5	Types of Cyber-Bullying	6
2.6	Actions Not Considered as Bullying	6
2.7	Reasons for Bullying	6
2.8	The Effects of Bullying	7
3.0	ROLES AND RESPONSIBILITIES	7
3.1	Legal Responsibilities	7
3.2	Legal Powers	8
3.3	The Role of School Governance	8
3.4	The Role of the Headteacher	8
3.5	The Role of Staff	9
3.6	Bullying in the Workplace	9
3.7	The Role of Parents and Carers	10
3.8	The Role of Pupils	10
3.9	Statutory Implications	10
4.0	REDUCING BULLYING	11
4.1	Strategies	11
4.2	Signs of Bullying	12
4.3	Identifying Potential Bullies	13
5.0	REPORTING, SANCTIONS AND MONITORING	13
5.1	How to Report Bullying	13
5.2	Procedures	13
5.3	Monitoring, Evaluation and Review	14
6.0	USEFUL WEBSITES	14
7.0.	APPENDICES	15

1.0 Introduction

1.1 Bullying

Bullying is an anti-social behaviour, which affects everyone. It is unacceptable and it will not be tolerated. Everyone in our community has a responsibility to report any incident of bullying that they see or become aware of. These reports will always be taken seriously.

1.2 Aims of this Policy

The aim is to prevent and address bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of our school community, including, teaching and non-teaching staff, pupils and parents/ carers should have an understanding of what bullying is, and be familiar with our school policy on bullying. Therefore, the main aim of this policy is to help members of our school community to deal with bullying when it occurs and, even more importantly, to prevent it.

1.3 A Safe and Secure Learning Environment

To protect the rights of all pupils to have a safe and secure learning environment, Silver Birch School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence. This is because these behaviours are unacceptable and interfere with our school's ability to educate children, and a child's ability to learn. If such a case arises, the staff at Silver Birch School will follow the anti-bullying guidelines in this policy.

This will enable staff to:

- Identify pupils displaying unacceptable behaviour and know how to support them in order that they develop the necessary, knowledge, understanding and skills to contribute to our school community in a positive way;
- Keep all other children safe, happy and confident.

1.4 Legal Framework

This policy has been developed with due regard to the relevant legislation and statutory guidance, including, but not limited to:

Legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- Human Rights Act 1998
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- Counter-Terrorism and Security Act 2015

- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Online Safety Act 2023

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2026 (Department for Education)
- Working Together to Safeguard Children (HM Government)
- Working Together to Improve School Attendance
- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- The Prevent Duty Guidance for England and Wales
- Teaching Online Safety in Schools
- Meeting Digital and Technology Standards in Schools and Colleges
- Cyber Security Standards for Schools and Colleges
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People
- UK Council for Internet Safety (UKCIS) Guidance
- Filtering and Monitoring Standards for Schools and Colleges

Related School Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Acceptable Use Agreements
- Data Protection Policy
- Attendance Policy
- Remote Learning Policy
- Complaints Procedure

2.0 Terminology

2.1 Definition of Bullying

For the purpose of this policy, 'bullying' is defined as persistent behaviour by one individual or a group with the intention of harming another person or group, either verbally, physically or emotionally. All children have disagreements from time to time, but these are not classed as bullying and are dealt with through the Behaviour, Rewards and Sanctions Policy.

2.2 Characteristics of Bullying

Bullying is generally characterised by:

- Repetition: incidents that are not one-off; they are frequent and happen over a period of time.
- Intent: the perpetrator(s) intend to cause harm deliberately, either emotional, verbal or physical; it is not accidental.
- Targeting: bullying is usually targeted at a specific individual or group.
- Power imbalance: whether real or perceived, bullying is generally based on unequal power relationships.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people may have towards those who are different from themselves.

2.3 Definition of Cyber-Bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat, X (formerly Twitter) or Tik Tok to harass, threaten, embarrass, intimidate or target someone.

Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might do face-to-face.

2.4 Types of Bullying

- **Physical Bullying:** deliberately physically hurting certain children on a regular basis.
- **Verbal Bullying:** deliberately hurting feelings through Silver Birch-calling etc.
- **Ostracising**: making someone feel left out and different by deliberately setting out to exclude them.
- **Racist Bullying:** bullying another person based on their skin colour, ethnic background or religion. 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. People may be a target of this type of bullying because of their appearance, physical traits, behaviour or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Homophobic bullying is the most frequent form of bullying after Silver Birch calling.
- **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 psychological, verbal, non-verbal or physical 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. special educational needs or disabilities, or mental health issues.
- **Relational Bullying:** bullying that primarily constitutes of excluding, isolating and ostracising someone, usually through verbal and emotional bullying.
- **Online or Cyber Bullying**

Silver Birch School has a separate policy relating to online/ e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place.

Staff will work with pupils to draw up and reinforce **an ICT Code of Conduct**, which will be displayed prominently around school and is explained and discussed with pupils on admission to our school, in Tutorials, Assemblies, PSHCEE and I.T./ Computing lessons.

2.5 Types of Cyber-Bullying

- Flaming: online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- Denigration: putting hurtful online messages through email, instant messaging, chat rooms, or websites, set up to make fun of someone.
- Exclusion: intentionally leaving someone out of a group such as WhatsApp/ instant messaging, friend sites, or other online group activities.
- Outing: sharing secrets about someone online including private information, pictures, and videos.
- Trickery: tricking someone into revealing personal information then sharing it with others.
- Impersonation: pretending to be someone else when sending or posting mean or false messages online.
- Harassment: repeatedly sending malicious messages to someone online.
- Cyber-Stalking: continuously harassing and denigration including threats of physical harm.

2.6 Actions Not Considered as Bullying

- Not liking someone
- Being suspended from school
- Accidentally bumping into someone
- Making other children play games in a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated, one-off acts of harassment, aggressive behaviour, intimidation, or meanness

2.7 Reasons for Bullying

Some reasons why children might bully someone include:

- they think it is fun, or that it makes them more popular or look ‘cool’,
- they feel more powerful or important,
- they want to get their own way all the time,
- they feel insecure or lack confidence and are trying to fit in with a group,
- they are fearful of other children's differences,
- they are jealous of another child,
- they are unhappy,
- they are copying behaviours they have seen from other people,
- they are copying or repeating what has happened to them.

2.8 The Effects of Bullying

All forms of bullying cause psychological, emotional and physical stress. Each pupil's response to being bullied is unique.

Some key signs that might indicate a bullying issue are:

- depression and anxiety,
- increased feelings of sadness, helplessness,
- decreased self-esteem and loneliness,
- loss of interest in activities they used to enjoy,
- unexplainable injuries,
- lost or destroyed clothing, books, electronics, jewellery or other possessions,
- frequent headaches or stomach ache, feeling sick or faking illness,
- changes in eating habits, like suddenly skipping meals or binge eating. Children might return home from school hungry because they did not eat lunch,
- difficulty sleeping or frequent nightmares,
- loss of interest in schoolwork and/ or declining progress or grades,
- not wanting to go to school,
- sudden loss of friends or avoidance of social situations,
- self-destructive behaviours such as running away from home or school, harming themselves, or talking about suicide.

3.0 Roles and Responsibilities

3.1 Legal Responsibilities

The Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Education and Skills Act 2008, and the Equality Act 2010 place responsibilities on schools to safeguard and promote the welfare of pupils, maintain good behaviour, and prevent all forms of bullying, harassment, discrimination and victimisation. Schools are required to publish a behaviour policy and ensure that their policies and practices comply with equality legislation.

In accordance with Keeping Children Safe in Education (KCSIE) 2026, Silver Birch School recognises that bullying, including prejudice-based bullying, online bullying, child-on-child abuse, discriminatory behaviour, harassment and harmful behaviours, can be a safeguarding concern. The school adopts a proactive, preventative and whole-school approach to creating a culture of safety, respect and inclusion, where all pupils feel valued, heard and protected.

All staff have a responsibility to identify, challenge and respond appropriately to bullying and discriminatory behaviour. Staff are expected to act promptly where concerns arise and to work in accordance with the school's safeguarding procedures, Behaviour Policy, Child Protection and Safeguarding Policy, and this Anti-Bullying Policy.

Silver Birch School is committed to ensuring that no pupil experiences discrimination, harassment or victimisation because of a protected characteristic under the Equality Act 2010. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

The school actively promotes equality, diversity and inclusion through its curriculum, policies, assemblies, pastoral support and wider school culture. Staff will challenge discriminatory language, stereotypes, misinformation, prejudice and derogatory attitudes, and will foster understanding, empathy and mutual respect for all members of the school community.

The school's Behaviour Policy, Child Protection and Safeguarding Policy and Anti-Bullying Policy are available on the school website and from the school office. These policies should be read together to ensure a consistent and robust approach to safeguarding, wellbeing and positive behaviour.

3.2 Legal Powers

The school has the legal power to respond to inappropriate behaviour and bullying that occurs both on and off the school site where that behaviour could have an impact on the safety, wellbeing, education or orderly running of the school community. This includes incidents occurring on the journey to and from school, on public transport, in local community areas, during educational visits, work experience placements, online, and at school-organised activities taking place outside normal school hours.

In line with Keeping Children Safe in Education (KCSIE) 2026, Silver Birch School recognises that bullying, including cyberbullying and online harassment, may constitute a safeguarding concern. All reports of bullying will be taken seriously, investigated appropriately and responded to in accordance with the school's safeguarding and behaviour procedures.

The Headteacher and authorised members of staff may apply disciplinary measures where pupils' behaviour outside school is deemed to have brought the school into disrepute, negatively affected members of the school community, posed a safeguarding risk, or could adversely impact the education, welfare, safety or wellbeing of pupils or staff.

Where appropriate, the school may work in partnership with parents/carers, the Local Authority, social care services, transport providers and the police to address incidents of bullying, harassment, hate incidents or other behaviours that place children at risk. Serious incidents may be referred to external agencies where this is necessary to safeguard pupils or prevent harm.

The school has a duty to provide a safe, supportive and inclusive environment for all pupils during the school day, whilst participating in educational visits, off-site activities, extra-curricular provision, alternative provision placements and when using school-managed digital systems and platforms. The school will take reasonable steps to protect pupils from bullying, online abuse and harmful behaviour and to promote a culture of respect, safety and belonging.

3.3 The Role of School Governance

Branches Education Group, as those responsible for governance, provides strategic oversight and support to the Headteacher in the implementation, monitoring and review of this Anti-Bullying Policy. Those responsible for governance ensure that the school complies with its safeguarding, behavioural and equality duties and promotes a culture in which all pupils feel safe, respected, valued and included.

Branches Education Group is committed to fostering a positive, inclusive and respectful school environment where diversity is celebrated and where bullying, harassment, discrimination and victimisation are not tolerated. Through its oversight and challenge functions, governance supports the Headteacher in ensuring that effective systems are in place to prevent, identify and address all forms of bullying, including prejudice-based bullying, online bullying and child-on-child abuse.

Those responsible for governance receive regular information regarding pupil behaviour, safeguarding and bullying incidents to enable them to monitor patterns, trends and the effectiveness of the school's preventative and responsive approaches. The Headteacher is responsible for ensuring that accurate records of bullying incidents, outcomes and actions taken are maintained in accordance with safeguarding and data protection requirements.

The effectiveness of this policy will be reviewed regularly by school leaders and those responsible for governance. Reviews will consider incident data, pupil voice, parental feedback, safeguarding information and emerging local and national guidance to ensure that the school's approach remains effective and compliant with statutory requirements.
Those responsible for governance will hold school leaders to account for the implementation of effective anti-bullying strategies and the promotion of a safe and inclusive environment for all members of the school community. Updates on bullying trends, safeguarding concerns and the impact of interventions will be reported through governance processes as appropriate.
Parents and carers who have concerns about bullying are encouraged to raise them with the school at the earliest opportunity so that they can be addressed promptly and effectively. Concerns should initially be discussed with the relevant member of staff or a member of the senior leadership team. Where a parent or carer remains dissatisfied with the school's response, they may pursue the matter through the school's Complaints Procedure.

3.4 The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that:

- bullying at the school is prevented in so far as is reasonably practicable by the implementation of this policy and related anti-bullying strategy.
- this policy and strategy is regularly reviewed and updated.
- all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying.
- the school keeps accurate records of all incidents, including which type of bullying has occurred, to allow for data to be collected.
- there is analysis of the data in the bullying records at least on a termly basis, to identify any trends, so that appropriate measures to tackle them can be implemented.
- all pupils know what bullying is and that bullying is wrong.
- all pupils know that bullying is not acceptable behaviour and will not be tolerated in our school.
- learning opportunities cover bullying, e.g. in lessons, Tutorials, Assembly which will be used to explore and discuss with pupils why bullying is wrong.
- all members of staff receive sufficient training to be able to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher will also ensure this is a 'telling school', where pupils feel confident in reporting concerns, knowing they will be well supported.

3.5 The Role of Staff

Staff will:

- be alert to social dynamics and be vigilant about possible bullying situations, e.g. exclusion from friendship groups.
- report any concerns to the leadership team.
- do all they can to eradicate bullying; they will ensure that they know and follow this policy.
- receive training to equip them to identify bullying and to follow school policies and procedures to address behaviours appropriately.

- use a range of methods to help prevent bullying and to establish a climate of trust and respect for all
- use any and all available learning opportunities drama, role-play, stories etc. to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.
- be proactive in finding opportunities to praise, reward and celebrate the successes of all children, which will contribute to a positive atmosphere in school.
- will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully.
- Ensure that the pupil responsible for initiating bullying is dealt with appropriately. Staff dealing with the incident will collect all relevant information, provide the Headteacher with a copy, to inform decision making about next steps.

All cases are individual and various strategies will be used by the Headteacher and staff team to address the issue of bullying.

Teachers and support staff will do all they can to support a child who is being bullied.

3.6 Bullying in the Workplace

If a member of staff has been identified as bullying a child, it will be taken very seriously. The Headteacher, with the support of the Human Resources team at Branches Education Group, will deal with this, investigate and identify formal action where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. The organisation has a Staff Disciplinary Policy and Procedures for dealing with staff conduct.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the Director of Education at Branches Education Group who will investigate and take formal action as appropriate.

3.7 The Role of Parents and Carers

Parents and carers should

- be watchful of their child's attitude, behaviour and characteristics and inform the relevant school staff if there any notable changes.
- share concerns if they think their child might be being bullied.
- inform their child's Tutor if they think that their child may be a bully/ the perpetrator.
- speak to the Headteacher if they are not satisfied with how matters are dealt with.

If they remain dissatisfied, they should follow the Complaints Procedure. Parents/ carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school.

3.8 The Role of Pupils

Pupils are encouraged to:

- tell somebody they trust if they are being bullied.
- keep on letting people know.

- follow strategies they are taught to help them to deal with this.
- avoid making 'counter threats' if they are victims of bullying. This can make matters worse.
- walk away from dangerous situations and avoid involving other pupils in incidents.
- keep any evidence of cyber bullying and inform a member of staff if they witness or become a victim of cyber bullying.
- participate fully in activities that raise their awareness about bullying to help them to clearly understand what to do if they, or another child, is being bullied.

3.9 Statutory Implications

Silver Birch School recognises its legal duties under the Equality Act 2010 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 those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school is committed to creating an inclusive environment where all pupils are treated with dignity and respect. Bullying, discriminatory behaviour, harassment and victimisation directed towards individuals because of a protected characteristic will not be tolerated and will be addressed promptly and appropriately.

The school also acknowledges its responsibilities under the Human Rights Act 1998. All pupils have the right to learn in a safe environment free from bullying, intimidation and abuse. Failure to take reasonable steps to prevent or respond to bullying may interfere with a pupil's rights to safety, dignity, education and wellbeing.

In accordance with Keeping Children Safe in Education (KCSIE) 2026, the school recognises that bullying, including cyberbullying, prejudice-based bullying, child-on-child abuse, harassment and harmful online behaviour, may constitute a safeguarding concern. Such concerns will be managed in line with the school's safeguarding procedures and, where necessary, referrals will be made to appropriate external agencies.

While bullying itself is not a specific criminal offence, some behaviour associated with bullying may constitute a criminal offence. These may include, but are not limited to:

- Harassment under the Protection from Harassment Act 1997.
- Malicious or threatening communications, including online communications, under relevant communications legislation.
- Sending grossly offensive, indecent, obscene or menacing messages via electronic communications networks.
- Stalking, intimidation or coercive behaviour.
- Hate-related incidents and hate crimes motivated by hostility or prejudice.
- Online abuse, image-based abuse or other offences committed through digital technologies.
- Assault, criminal damage, theft or other acts involving violence or intimidation.

Where behaviour may constitute a criminal offence or present a significant safeguarding risk, the school will work with parents/carers and may seek advice from, or make referrals to, the police, children's social care, the Local Authority or other relevant agencies.

The school recognises that bullying can occur both in person and online. Online bullying, harmful online interactions, the sharing of abusive content, discriminatory language, misinformation, disinformation and other forms of online harm will be treated with the same level of seriousness as incidents occurring face-to-face.

All incidents will be assessed on a case-by-case basis, taking account of the needs, safety and welfare of those involved, and managed in accordance with the school's Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy

4.0 Reducing Bullying

4.1 Strategies

Silver Birch School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour. Pupils will be involved in drawing up a Code of Behaviour and reviewing it annually. Strategies will include:

- consistent promotion of the school's Code of Behaviour which requires all pupils to respect the rights of others.
- reinforcement of the clear message that violence has no place at our school.
- consultation with pupils to gain their voice to inform appropriate action.
- taking part in national Anti-Bullying Week and other initiatives.
- training for staff on the Anti-Bullying Policy and strategy.
- close supervision of pupils by staff of all communal and play areas at lunch times and breaks.
- engineering friendship and teaching groups to ensure positive dynamics.
- careful timetabling, groupings and use of seating plans to help prevent instances of bullying.
- seeking opportunities to extend friendship groups, e.g. through social time, special events, drama productions, sporting activities, clubs and cultural groups.
- finding buddies for pupils who are new or particularly vulnerable.
- providing information to all parents/ carers on the signs of bullying and the steps to take if they suspect their child is being bullied or may be bullying others.
- enforcing our policy for mobile phones, which are not permitted to be in use during school hours.
- embracing and promoting diversity, difference and respect for others and seeking formal and informal opportunities to celebrate diversity.
- promoting diversity including the celebration of all pupils' backgrounds and cultures through lessons, Tutorials, Assemblies, topics or theme days.
- training pupils as Anti-Bullying Ambassadors.
- using assemblies and PSHCEE lessons to discuss and explore bullying with pupils.
- teaching about cyber bullying and how pupils can safely use technology (including mobile phones, email, internet).
- staff encouraging pupil co-operation and the development of interpersonal skills using group and paired work.
- screening websites accessed in school.
- using software to screen the language used in all documents, emails and websites.
- Referring rude or offensive emails, websites, documents to the Headteacher for appropriate action to be taken and recorded.
- using reporting and recording systems effectively.
- working with multi-agency teams including police and children's services as appropriate.
- communicating promptly and effectively with the parents/ carers of both the child being bullied and the bully.
- challenging sexual content within verbal abuse especially challenging use of the word 'gay' as a negative term, and other homophobic language.
- being alert to and addressing any mental health and well-being pupils may have as these can cause vulnerability and also be a cause of bullying behaviour.
- investigating all reported instances of bullying.
- discussing all types of bullying and appropriate behaviours as part of the curriculum.
- supporting potential perpetrators appropriately, to reduce negative external factors influencing or impacting on their educational, emotional and social development.

4.2 Signs of Bullying

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

- being frightened to travel to or from school
- asking to be driven to school
- unwilling to attend school
- truancy
- becoming anxious or lacking confidence
- saying that they feel ill in the morning
- decreased interest and engagement in schoolwork
- returning home with torn clothes or damaged possessions
- missing possessions or money, including dinner money
- asking for extra money or stealing
- cuts or bruises
- lack of appetite
- unwilling 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 always indicate bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Staff will agree a sensitive but proactive approach to pupils who display a significant number of these signs. This will help to determine any underlying issues, whether due to bullying or for other reasons.

4.3 Identifying Potential Bullies

Staff will be aware of the potential factors that might indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- the pupil has experienced mental health problems, which have led to more aggressive attitude and behaviours
- they have been the victim of abuse or violence in the home, wider family or community
- their academic performance has started to decline, which may cause additional stress.

5.0 Reporting, Sanctions and Monitoring

5.1 How to Report Bullying

Bullying can be reported to any staff member.

Staff will report bullying to the Headteacher and/ Senior Leadership Team. The Headteacher is responsible for dealing with incidents of reported bullying and will oversee staff investigations and follow up actions.

5.2 Procedures

The following steps must be taken when dealing with incidents of bullying:

1) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/ or has observed the act of bullying.
2) The Headteacher must be informed immediately.
3) A clear account of the incident will be recorded in writing either by the victim or by the member of staff recording the victim's own words.
4) The Headteacher will interview all concerned and will record the incident via the school's reporting database.
5) Parents and carers of all parties will be kept informed by the Headteacher and appropriate staff member(s).
6) Teachers will be kept informed and asked to monitor the situation.
7) In the first instance we will seek a restorative and educative approach to bullying.
8) It may also be appropriate to select from a range of appropriate consequences which will be used as part of this approach. Typical consequences could include restrictions of break and lunchtime activities, reparation, and in the event of persistent bullying fixed-term suspension.
9) Where appropriate the Headteacher may inform the police.
10) There will be regular audit and analysis of incident reports and interventions to continually improve practice.

Our school has set procedures to follow in implementing consequences where a bullying incident has occurred. As described above consequences are applied and are proportionate to the event. In the most serious cases of bullying that lead to a suspension, the Headteacher will examine all actions and strategies implemented to identify next steps to effect a positive change in the bullying behaviour. Permanent exclusion is available to the Headteacher and would be used as a very last resort.

5.3 Monitoring, Evaluation and Review

- Branches Education Group, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
- Pupils will be consulted, including as part of a School Council. They will be encouraged to review the effectiveness of the school's strategy and policy annually, with their views informing refinements to practice or procedures.
- Questionnaires will be given to pupils every year and these will include questions about bullying, attitudes and behaviour. Data and responses will be considered in the annual policy review and reported to those responsible for school governance.
- A record of all incidents of bullying will be kept both centrally and on relevant pupil files.
- The numbers of incidents will be recorded and available to those responsible for school governance and Ofsted, at any time on request.
- Bullying data will be analysed to inform the development of strategies and to help improve procedures.

6.0 Useful Websites

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.co.uk

www.beyondbullying.com

www.childnet-int.org

www.thinkyouknow.co.uk

www.cyberbullying.org.uk

www.eachaction.org.uk

www.stonewall.org.uk

www.thedianaaward.org.uk

www.unicef.org.uk/rights-respecting-schools/