

**South East Stafford Academy Trust
Anti-Bullying Policy**

Date Approved: September 2026	Print Name: Matthew Rowell
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1. Introduction	
At South East Stafford Academy Trust (SESAT), creating safe, respectful and inclusive schools is fundamental to our commitment to Creating Lifelong Learners. Every pupil has the right to feel safe, valued and able to belong, participate and learn without fear of bullying, discrimination or harassment. We expect kindness, respect and responsibility to be evident in the way pupils treat one another, both in school and beyond the school gates, including online. Bullying in any form is unacceptable. Where concerns arise, they will be listened to, taken seriously, investigated promptly and responded to proportionately. We recognise that effective anti-bullying practice is not simply about responding to incidents when they occur. Through strong relationships, high expectations, explicit teaching, effective pastoral support and a culture in which pupils know they will be heard, we seek to prevent bullying from becoming established and to intervene at the earliest opportunity. Where bullying does occur, we will support the pupil who has experienced it while also helping the pupil who has displayed bullying behaviour to understand the impact of their actions, take responsibility and make positive changes to their behaviour. In accordance with the Education and Inspections Act 2006, the Trust has measures in place to encourage positive behaviour and prevent all forms of bullying amongst pupils. These measures are reflected within this policy and the Trust's wider approach to behaviour, safeguarding, inclusion and personal development. Bullying is never acceptable within SESAT and all reported or suspected incidents will be taken seriously and responded to appropriately.	
2. Aims	
Through this policy, SESAT aims to: • Create safe, inclusive and respectful school communities in which every pupil feels that they belong. • Prevent bullying through a strong culture, high expectations, education and early intervention. • Ensure pupils understand what bullying is, including prejudice-related and online bullying, and know how to seek help. • Ensure all concerns about bullying are listened to, investigated promptly, recorded consistently and responded to appropriately. • Provide effective support for pupils who experience bullying and for pupils who display bullying behaviour. • Work openly and constructively with parents and carers to prevent and respond to bullying. • Use pupil voice, staff knowledge and recorded information to identify patterns and continually improve practice. • Ensure safeguarding, equality and SEND considerations inform the Trust's prevention of, and response to, bullying.	
3. Legal Framework	
This policy has due regard to all relevant 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
- DfE 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DCMS, DSIT, and UK Council for Internet Safety (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Supporting children and young people with medical conditions and allergy'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Relationships, Sex and Health Education Policy
- Suspension and Exclusion Policy
- Remote Education Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- LGBTQ+ Policy

4. Definitions

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It often involves an imbalance of power, whether actual or perceived.

Not every disagreement, friendship difficulty or isolated incident of unkind behaviour is bullying. However, this does not mean that one-off incidents are acceptable or will be dismissed. Harmful, discriminatory, threatening or abusive behaviour will always be addressed and, where appropriate, may be managed through the school's Behaviour Policy or Safeguarding Policy.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The pupil who has displayed bullying behaviour means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable 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 who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Ethnic Minority Groups.
- Pupils with SEND.

5. Types of Bullying

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

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, 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 or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

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

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

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

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the pupil who has experienced bullying behaviour, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

At SESAT, we work hard to ensure children understand that bullying is much more than just 'Falling out'.

As a Trust, the values and beliefs we share that underpin this policy are:

- All bullying is unacceptable regardless of how it is delivered or the reason used to justify it.
- A recognition and an understanding that bullying can have a detrimental effect on pupils.
- Both those who experience bullying behaviour and those who display bullying behaviour will be treated in a supportive manner, rather than be regarded as a burden to members of staff and peer groups.
- The harmful effect on pupil performance, which can be occasioned by bullying, is recognised and the Trust is committed to combating all bullying behaviour.
- Bullying affects everyone, not only pupils who experience bullying and pupils who display bullying behaviour. It can also affect those who witness it, and other pupils can be drawn into situations through group pressure. Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying and deal with it firmly, fairly and promptly.

6. Roles and responsibilities

The Trust Board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the Trust adopts a tolerant and open-minded policy towards difference.
- Ensuring the Trust is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the Trust to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring that all reported bullying incidents are recorded on Arbor, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Reporting annually to governors and Trustees, through the Headteachers Report, Governor meetings and Trustee meetings, regarding the number of bullying incidents and how we deal with bullying in school.

The Senior Leadership Team are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

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 pupil's Phase Leader of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups and showing sensitivity to pupils who may have experienced bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are Responsible for:

- 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 or experience bullying.
- Not retaliating or making counter-threats if they experience bullying.
- Walking away from situations, where it is safe to do so, and seeking help from a trusted adult.
- Keeping appropriate evidence of cyberbullying and informing a trusted adult if they experience or witness it.

7. Statutory Implications

The Trust understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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 Trust understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

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

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

8. Prevention

The Trust will clearly communicate a commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the Trust.

All members of the Trust will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the Relationships, Sex and Health Education Curriculum, in line with the Relationships, Sex and Health Education Policy. This curriculum explores and discusses issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- Unacceptable behaviours through discussions appropriate to the age group.

As a Trust, we follow the 'Jigsaw: A Mindful Approach to PSHE' scheme, which includes a half-term's learning per year with a focus on relationships. Anti-Bullying is a clear focus in many year groups during this half term, and is supported by regular mentions throughout the year as well as Anti-Bullying week. Pupil voice is central to the Trust's approach to preventing bullying. Schools will provide regular opportunities for pupils to share their views about safety, relationships, behaviour and belonging through age-appropriate approaches, including pupil discussions, surveys, pupil leaders and pastoral conversations.

Leaders will use this information alongside behaviour, safeguarding and bullying records to identify emerging concerns, patterns or groups of pupils who may require additional support. Pupils will be reminded regularly who they can speak to if they are worried about themselves or somebody else and will be reassured that their concerns will be listened to and taken seriously.

Leaders will analyse bullying and behaviour information to identify patterns relating to individuals, groups, protected characteristics, locations, times of day and online activity. Supervision, curriculum provision, pastoral support or other preventative measures will be adapted in response to identified patterns.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair

work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups. Seating plans will be organised and altered in a way that prevents instances of bullying.

The Trust will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The Trust will ensure that pupils who display bullying behaviour are given appropriate support so that their educational, emotional and social development is not negatively influenced by underlying or external factors.

9. Signs of Bullying

Staff know our pupils well and will remain professionally curious where there is an unexplained change in a pupil's presentation, relationships, attendance, engagement or behaviour. No single sign confirms that bullying is taking place, but changes or combinations of indicators should prompt sensitive exploration.

Staff will be alert to the following signs that may indicate that a pupil is experiencing bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- 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 will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have experienced abuse.
- Their academic performance has started to fall and they are showing signs of stress

Where staff identify factors that may contribute to bullying behaviour, they will notify the Phase Leader, who will consider appropriate support, intervention and monitoring.

10. Staff Principles

The Trust will ensure that prevention is a prominent aspect of its anti-bullying vision and that an ethos of good behaviour is created where pupils treat one another and the staff with respect because they know that this is the right way to behave.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, 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 will be provided to both the pupil who has experienced bullying and the pupil who has displayed bullying behaviour, with appropriate monitoring to ensure that the bullying has ceased and that both pupils are appropriately supported.

11. Child-on-Child Abuse

The Trust recognises that bullying can constitute a form of child-on-child abuse and that safeguarding concerns can arise from behaviour between pupils. All forms of child-on-child abuse are unacceptable and will be taken seriously.

Where behaviour may constitute child-on-child abuse or raises a safeguarding concern, it will be managed in accordance with the Trust's Safeguarding Policy and referred immediately to the DSL or deputy DSL. The anti-bullying process will not replace or delay safeguarding action.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the Trust will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers
- Be aware that abuse can occur inside and outside of school settings
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening
- Take all instances of child-on-child abuse seriously, irrespective of the characteristics of the pupils involved
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, eg. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse
- Be aware that child-on-child abuse can be manifested in many ways
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
- Ensure that the pupil who has displayed the harmful behaviour is supported to understand why the behaviour is unacceptable and the impact it may have on others

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names
- Sexual "jokes" or taunting
- Displaying images or video of a sexual nature
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats

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 pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Staffordshire Families Integrated Front Door Service (SFIFD) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared or threatened.

The Trust's Safeguarding Policy outlines our stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the Trust's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Safeguarding Policy.

12. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages

- Threatening or embarrassing pictures and video clips
- Disclosure of sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using another pupil's phone to harass others and make it appear that the pupil is responsible
- Threatening or bullying emails
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

At SESAT, cyberbullying is unacceptable and will be treated with the same seriousness as other forms of bullying. Where incidents are identified, the Trust will respond in accordance with this policy and, where appropriate, apply sanctions in line with the Behaviour Policy.

Many of the signs of cyberbullying will be similar to those found in the 'signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied. Although pupils are not permitted to use mobile phones in school, online bullying may originate both within and outside the school day. Where online behaviour affects pupils' wellbeing, safety or the orderly running of the school, the school will respond in accordance with this policy, the Behaviour Policy and, where appropriate, safeguarding procedures.

Parents are advised to report to the Headteacher if their child displays any of the signs outlined in this section.

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

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **The pupil experiencing the bullying might not know who is responsible** – it is easy for individuals to remain anonymous online and on social media.
- **The pupil displaying the bullying behaviour might not fully appreciate the impact of their actions** – the nature of online communication can sometimes make it harder to recognise the effect that words or actions are having on another person.
- **The pupil experiencing the bullying may have evidence of what has happened** – screenshots, messages or other digital evidence may help staff understand what has occurred.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, eg. taking screenshots. Staff will report incidents to the Headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have experienced cyberbullying by holding formal and/or informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

Where there are reasonable grounds to examine, confiscate or, where lawful, delete data from an electronic device, the school will act in accordance with current legislation and the Trust's Searching, Screening and Confiscation Policy.

13. Actions to Combat Bullying

Pupils can report concerns to any trusted adult in school, whether the concern relates to themselves or another pupil. A pupil does not need to use the word 'bullying' for their concern to be taken seriously.

Staff will listen carefully, reassure the pupil that they have done the right thing by speaking to someone and explain, in an age-appropriate way, what will happen next. Pupils who witness or become aware of bullying will also be encouraged to report their concerns to a trusted adult.

As a school we shall:

- Support children who are being bullied
- Support pupils who have displayed bullying behaviour to understand the impact of their actions and make positive changes to their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Address harmful group dynamics where these contribute to bullying behaviour
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness, through a strategic programme that includes assemblies and PSHE provision
- Involve and discuss regularly with children agreed class rules and behaviour
- Involve other agencies when necessary

14. Procedures

All reported incidents of bullying will be investigated and taken seriously by staff members. In order to monitor and deal with bullying effectively in our Trust, the following procedures will be adhered to:

When investigating a potential bullying incident, the following procedures will be:

- **Initial Response:** The class teacher of the pupil who has reported or experienced the behaviour will address incidents in the first instance. Where appropriate, other teachers may also be involved to support the investigation at a class or individual level.
- **Interview Process:** The class teacher(s) and Phase Leader will ensure that pupils involved are spoken to separately, including relevant witnesses, so that accounts can be gathered fairly and sensitively.
- **Recording:** A senior member of staff will log all incidents on **Arbor (MIS system)** to ensure accurate and consistent record-keeping.
- **Reporting:** To enable effective monitoring and coordinated action, all confirmed cases of bullying must be reported to the Headteacher. Where racist abuse is involved, this must also be recorded on Arbor under the appropriate category.
- **Safeguarding Considerations:** In cases of bullying that may involve sexist, sexual, transphobic, or similar behaviours, staff must carefully assess whether safeguarding procedures should be initiated.
- **Escalation:** More serious incidents, or those raising safeguarding concerns, may bypass this process and be referred directly to the Headteacher.
- **Determining the Outcome:** Following investigation, the member of staff leading the investigation will determine whether the behaviour meets the Trust's definition of bullying. Where it does not meet the threshold for bullying, the behaviour will still be addressed appropriately through the Behaviour Policy, pastoral support or safeguarding procedures. The outcome of the investigation, including the rationale for the decision and any actions taken, will be recorded on Arbor.

15. Sanctions

The school will appropriately sanction any cases of bullying, take a strong stand against bullying, and tackle bullying at the earliest opportunity to prevent it from escalating.

Sanctions will be determined on a case-by-case basis depending on the severity of the issue. This may include sanctions up to permanent exclusion in the most serious cases.

Where appropriate, and after discussion with the Phase Leader, the class teacher may facilitate a restorative response. This may include an apology, either written or face-to-face, but only where this is appropriate and the pupil who has experienced bullying is comfortable with this approach. No pupil will be pressured to participate in a restorative meeting or to accept an apology.

Parents will be informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and

providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in the future.

The school will remain aware of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

16. Support

The following support will be applied if the Headteacher is satisfied that bullying did take place:

- For a month after the initial complaint of bullying, the **class teacher** will hold an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- The **Phase Leader** will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place until they are confident the bullying has stopped.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, put further support in place.

17. Bullying Outside of School

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding Policy.

The Headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 90 and 91 of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a staff member.

The Headteacher is responsible for determining whether it is appropriate to notify the police 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 will be informed.

18. Pupils with SEND or Health Issues

The school will recognise the additional barriers that can exist for pupils with SEND and health conditions. As a result, the school will be aware of the potential for these pupils to be more prone to isolation or bullying than others.

The school will also recognise that pupils with SEND or certain medical conditions may be disproportionately impacted by behaviour such as bullying, without outwardly showing any signs.

The school will seek to create an environment in which everyone celebrates diversity and will put in place effective arrangements to prevent stigmatising or other bullying relating to medical conditions.

The school will follow its Supporting Pupils with Medical Conditions Policy and Special Educational Needs and Disabilities (SEND) Policy when ensuring that an inclusive, respectful environment is maintained for all pupils. The school will ensure pupils are aware that bullying others due to a disability or health condition is never acceptable.

19. Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. The Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the Trust, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning

to mitigate this.

- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

20. Parental Involvement

Parents and carers of pupils who have experienced bullying and pupils who have displayed bullying behaviour will be informed, where appropriate, of the incident and the action being taken. Parents and carers will be encouraged to work in partnership with the school to support agreed strategies, reinforce expectations and help prevent further incidents. Pupils who have displayed bullying behaviour will be supported to understand the impact of their actions and will be made aware of the possible consequences should the behaviour continue.

Parents and carers are reminded regularly through letters and newsletters to encourage their children to speak to a trusted adult if they experience or witness bullying. Pupils should be reassured that sharing concerns allows adults to provide appropriate help and support at the earliest opportunity.

Parents can play a vital role by:

- Stressing to their children the importance of social behaviour including the use of offensive language
- Reporting any misgivings they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Recognising that it is never appropriate to use physical violence, intimidation or other harmful behaviour in response to bullying.

21. Equalities Statement

Through the fair and equitable treatment of all members of its community, SESAT aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and to maintain policies and practices that comply with current legislation.

In developing and reviewing this policy, the Trust has had due regard to its obligations under the Equality Act 2010 and the Public Sector Equality Duty. Particular consideration is given to preventing and responding to prejudice-related and discriminatory bullying and to the ways in which pupils with protected characteristics, SEND or other vulnerabilities may experience bullying.