

# **Gresham Primary School**

## **Anti-bullying Policy**

**November 2024**

Gresham Pupils Succeed  
because everyone is happy, kind,  
challenged, inspired and  
ready for the future.

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## **Statement of intent**

Gresham Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

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

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

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

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Safeguarding Policy
- Wellbeing Policy
- Relationships and Health Education Policy

## 2. Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

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

Vulnerable 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+, perceived to be LGBTQ+ or with LGBTQ+ parents/carers.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

### 3. 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, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

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

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

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

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

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

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

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

## 4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that Gresham adopts a tolerant and open-minded policy towards difference.
- Ensuring Gresham 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 school to carry out the duties of the role.
- 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.
- Keeping a record of all reported bullying incidents (via CPOMS), 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.
- Sharing the termly trends with the governing body.
- Arranging appropriate training for staff members.

Leadership team is 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 a member of the leadership team.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Actively upholding the Gresham's values, ethos, vision, Code of Conduct and Behaviour Policy to foster an environment less likely to experience bullying.

Gresham' Wellbeing Team is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant leaders to any incidents of bullying.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Actively uphold the Gresham's values, ethos, vision and Behaviour Policy to foster an environment less likely to experience bullying.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- Actively uphold the Gresham's values, ethos, vision and Behaviour Policy to foster an environment less likely to experience bullying.

## **5. Statutory implications**

Gresham 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.

Gresham understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at Gresham to be breached by failing to take bullying seriously.

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

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

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

## 6. Prevention

- Have 'Worry Boxes' which are designed to allow the person that is being bullied to report an incident with or without stating their name by using a slip of paper to report any bullying incidents.
- Have school rules which are regularly shared and implemented by all.
- Have class rules for behaviour, which have been discussed and put together by the whole group. The language is kept simple and clear and reflects the ethos of the school, which promotes a positive, responsible, and caring attitude.
- Pupils given daily opportunities to share their feelings with an adult – with follow up of any evident concerning comments made.
- Give teacher attention and praise for positive social behaviours from all children. This is done verbally and through individual class teachers' reward systems.
- Teach non-violent, non-racist, non-homophobic or transphobic and non-sexist ideas, values and behaviours as a core part of the everyday curriculum.



- The school follows a PSHE programme that includes key units on bullying across the age ranges. Classes also have 'Circle Time' or similar, where group awareness of the nature of bullying can be raised and discussed.
- Teaching staff promote and reinforce the anti-bullying approach during assemblies, collective worship, projects, role-play, stories, literature, historical events or current affairs.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- All types of bullying will be discussed as part of the curriculum.
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Wherever possible, potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, enrichments activities and sporting activities.
- All members of Gresham are made aware of this policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying.
- Buddy benches, visited by those supervising the playground, are available for pupils to go to during free time if they feel threatened or wish to be alone.
- The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Pupils deemed vulnerable, as defined in [section two](#), will meet with their teacher once per week to ensure any problems can be actioned quickly.
- Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- Before a vulnerable pupil joins Gresham, the pupil's form teacher and the Designated Safeguard Lead (DSL) will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into Gresham.
- Gresham will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- Gresham will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.
- A Behaviour Policy with escalating sanctions.
- Sharing and celebrating of Gresham Toolkit, most notably in this context empathy, collaboration and communication.
- Sharing and celebrating of Gresham's vision which encourages kindness.
- Sharing and celebrating differences both in class and with the community.
- Explicit learning about British values, defined by the government:

- **democracy.**
- **the rule of law.**
- **individual liberty.**
- mutual **respect** for and tolerance of those with different faiths and beliefs, and for those without faith.
- A comprehensive PSHE curriculum.
- Children are made aware of other agencies they can contact, e.g. Childline who they can share their concerns with.
- Regular safeguarding updates sent to families – including issues around bullying and abuse.

## 7. Signs of bullying

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

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Unwillingness to participate in activities involving particular groups/individuals
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

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

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse

- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

## 8. Staff principles

- Gresham will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always will inform pupils that information they share with them may be passed to other adults where necessary.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## 9. Child-on-child abuse

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

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, 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 equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. 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, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. 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.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Gresham’s Safeguarding Policy outlines our stance on addressing child-on-child abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

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

Gresham will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

- Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.
- Gresham's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

### **Managing disclosures**

- 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 children's social care services (CSCS) 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.
- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

Gresham will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

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

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

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding Gresham's stance on preventing child-on-child abuse is available in our Safeguarding Policy.

Gresham's Pupil Confidentiality Policy will be adhered to at all times.

## 10. 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 private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

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

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

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

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

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

## 11. Procedures

Minor incidents are reported to the victim's teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the headteacher via CPOMS of the incident and outcome.

The headteacher can add actions to the incident report.

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

- The victim, alleged bully and witnesses are all interviewed separately
- If a pupil is injured, members of staff take the pupil immediately to a Gresham first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents or those of a sensitive nature (e.g. those of a sexual nature).
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## **12. Sanctions**

If the headteacher is satisfied that bullying is taking place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher informs the perpetrator of the type of sanction to be used in this instance (see Behaviour Policy) and future sanctions if the bullying continues. The sanction applied will take into consideration the any special educational needs of a pupil.

If appropriate and considered helpful, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking once per week with their teacher or headteacher, that pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken. Parents of both the perceived victim and perpetrator may receive a call prior or during the investigation to notify them that an accusation has been made and is being investigated.

The teacher informally monitors the pupils involved over the next half-term.

## **13. Support**

- If the pupil visits Gresham's Wellbeing Team, they will informally check whether the bullying has stopped.



- For a month after the initial complaint of bullying, the teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- The teacher holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the headteacher and victim are confident the bullying has stopped.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- Gresham, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional support programmes.
- Gresham realises that bullying may be an indication of underlying mental health issues. Gresham will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.
- Re-education for perpetrators where it is deemed necessary (e.g. anti-racism lessons).

## **14. Follow-up support**

The progress of both the bully and the victim are monitored by their teacher.

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

- Being listened to
- Having an immediate opportunity to meet with their teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered emotional support
- Restoring self-esteem and confidence
- Offering additional monitoring in less structured settings (e.g. playtimes)

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they bullied
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

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

## **15. 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 discipline pupils for poor behaviour outside of Gresham premises. Section 89(5) 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 school staff member.

Teachers have the power to discipline pupils for misbehaving outside of Gresham premises. This can relate to any bullying incidents occurring anywhere off Gresham premises, such as on school or public transport, outside the local shops, or in a town.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

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

## **16. 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 school, 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.

## 17. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL.

The scheduled review date for this policy is November 2026.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

