Marston Thorold's Charity
C of E Primary School

Marston Thorold's Charity Church of England
Primary School

Anti-Bullying Policy

Approved by:	**Executive Headteacher**	**Date:**	**September 2026**
Previous Review:	**Oct 2022, Sept 2023, 2024 & 2025**		
Last reviewed on:	**September 2026**		
Next review:	**September 2027**		

Contents

Introduction 3
Principles 3
Roles and Responsibilities 4
Bullying Definition 5
Types of bullying 6
Statutory requirements 7
Prejudice Related Bullying 8
Prejudice Related Language 9
Bullying Prevention 9
Code of Conduct/School Rules 9
Behaviour Policy 10
Responding to Bullying 10
Signs of Bullying 10
Child-on-child abuse 11
Cyberbullying 12
Procedures 13
Sanctions 14
Support 14
Follow-up support 15
Bullying outside of school 15
Pupils with SEND or health issues 16
Monitoring and Review 16

Introduction

Marston Thorold's 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, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour 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 the school. There is a zero-tolerance policy for bullying at the school.

At Marston Thorold's Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Marston Thorold's Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Personal, Social, Health and Economic (PSHE) & Relationships and Sex Education (RSE) Policy, our Child Protection and Safeguarding Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing board and the Executive Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing respect for themselves and others resulting from active listening, trust, discussion and by knowing when and where to seek help or advice should it be needed.

From the moment a pupil enters our school, and throughout their time at Marston Thorold's Primary School:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are committed to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils, staff, visitors and families.

We aim for all pupils to reach their full potential academically, socially and personally through learning and playing in a safe and secure environment. This links directly to our school vision and motto which underpins everything we do at Marston Thorold's Primary School. Our central Christian text defines our approach to relationships in school.

Our Vision

Through our Christian values and the legacy of Sir John Thorold, we strive to create an inclusive, nurturing family where everyone can flourish, unlock their potential and widen their horizons. Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

Our Motto

'Together in Faith We Aspire to Achieve our True Potential'

Central Christian Text

'Love your neighbour as yourself.' Matthew 22:3

Roles and Responsibilities

The Governing Board

The Governing Board supports the executive headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Board monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the executive headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing board responds within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases, the governing board notifies the executive headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing board. This is Lucy Jones.

Executive Headteacher

It is the responsibility of the executive headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The executive headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

The executive headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The executive headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the executive headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The executive headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

Staff (This includes all staff)

All adults in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They record any incidents of concerns on Child Protection Online Management System (CPOMS) and report to the executive headteacher or Head of School who will advise on action to be taken. Where parents/carers contact school to make allegations of bullying, a parent/carer interview is completed and a record of the conversation and actions to be taken is recorded on CPOMS.

Any incidents are analysed and tracked from CPOMS by the Executive Headteacher, so that any bullying trends can be monitored and followed up more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and a consequence for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher. We then invite the child's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Bullying Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At Marston Thorold's Primary School, we discuss what bullying is, as well as incidents we would not

describe as bullying, with all pupils through Collective Worship and PSHE lessons, alongside other curriculum areas and opportunities where this may have links and connections. We use the term 'STOP' (several times on purpose) to enable a shared understanding.

We agree that bullying:

- Is deliberately hurtful
- Usually happens when the relationship is significantly imbalanced.
- Is usually repeated over a period of time.
- Difficult to defend

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 an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.

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+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying 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 (as amended) 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.

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.

Statutory requirements

The school 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 school understands that, under the Human Rights Act (HRA) 1998, it could have actions 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.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.
As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that

which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other Vulnerable Groups include:

- Looked After Children (LAC)
- Children with Special Educational Needs or Disabilities (SEND)
- Children entitled to Free School Meals (FSM)

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through Collective Worship, PSHE lessons and general discussions on a daily basis, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Online Safety is an important part of the Curriculum and information for parents/carers is included in newsletters and on the School website.

Online and E-safety workshops are held in school to provide awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct/School Rules

Our School Values and expectations are regularly promoted in Collective Worship, our daily practice and within class lessons and displayed throughout the school. Through pupils understanding these expectations, and staff reinforcing them, bullying should be significantly reduced. Our School Council has developed some School Rules that align with our School Vision. These are used in Collective Worship; class, group and individual discussions with children and with reference to the Behaviour Policy:

Be kind to everyone.

Treat everyone how you want to be treated.

Always do your best.

Look after your environment.

These link to our **statement of behaviour principles**:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, governors and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Behaviour Policy

Our Behaviour Policy includes choices and outcomes which are used consistently, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying are reported to the Executive Headteacher/Head of School or senior member of staff and recorded on CPOMS immediately. In any case of alleged bullying, the class teacher, Executive Headteacher, Head of School or a senior member of staff first establishes the facts and builds an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents/carers and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Executive Headteacher (or Head of School) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents are recorded on CPOMS. Parents/carers of both parties are informed. If the situation does not improve, the Executive Headteacher (or Head of School) will meet with the parent(s)/carer(s) of the bullying child(ren) and agree clear expectations and boundaries which are shared with the pupils involved. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and appropriate actions implemented as deemed necessary. Any necessary action is be taken until the bullying has stopped.

Signs of Bullying

Staff are vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Child-on-child abuse

The school recognises that child-on-child abuse often includes bullying. The school 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.

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 inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

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.

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 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 school's Safeguarding and Child Protection Policy outlines the school's 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.

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.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will be encouraged report incidents of cyberbullying in person to a trusted member of staff. Pupils will be informed that, when reporting cyberbullying incidents, they should keep hold of the evidence, e.g. text messages, dates and times, and speak to the school before contacting the police about the incident unless there is a risk of immediate danger to them or someone else.

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 posts it is known to the school, the headteacher will request they remove it directly.

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 this policy.

Procedures

Minor incidents will be reported to the victim's classteacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the headteacher/DSLs via CPOMs.

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

- The victim, alleged perpetrator and witnesses are all interviewed separately

- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- 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 assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of 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.

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 exclusion in the most serious cases.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's agreement. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents will be informed of bullying incidents and what action is being taken although details about action taken against another pupil remain confidential to the other party.

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 future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

Support

In the event of bullying, victims will be offered the following support:

- Reassurance that it was right to report the incident and that appropriate action will be taken

- Liaison with their parents
- 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

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience.

The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their classteacher. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents after the incident.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will access suitable support within or beyond school.

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 Child Protection and Safeguarding Policy and the Child-on-child Abuse 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 school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school

premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

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.

Monitoring and Review

This policy is monitored on a day-to-day basis by the executive headteacher who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's CPOMS Anti-bullying Log, and by discussion with the executive headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.