



## Anti-Bullying Policy

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## ST MARY'S CALNE

### Anti-Bullying Policy

This policy is based on DfE guidance ["Preventing and Tackling Bullying"](#) July 2017 and supporting documents. It also considers the DfE statutory guidance ["Keeping Children Safe in Education"](#) 2024. The setting has also read Childnet's ["Cyberbullying Guidance For Schools"](#)

#### 1) Policy objectives:

- This policy outlines what St Mary's Calne will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- St Mary's Calne is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

#### 2) Links with other school policies and practices

- This policy links with several school policies, practices and action plans including:
  - Behaviour and discipline policy
  - Complaints policy
  - Child protection policy
  - Confidentiality policy
  - Online safety and Acceptable Use Policies (AUP)
  - Curriculum policies, such as: PSHE and RSHE
  - Mobile phone and social media policies

#### 3) Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - The Education and Inspection Act 2006, 2011
  - The Equality Act 2010
  - The Children Act 1989
  - The Education (Independent School Standards) Regulations 2015
  - Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986

#### 4) Responsibilities

- It is the responsibility of:
  - The Head to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

#### 5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, 2017). Bullying often involves a relationship with a power imbalance
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

#### 6) Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying (including non-consensual image and video sharing and Revenge Porn)
  - Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## 7) School ethos

St Mary's Calne recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### • Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND and LGBT+ children. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Recognise that boarders cannot escape their bullies for longer periods of time than day pupils.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## 8) Responding to bullying

(Please also refer to Appendix A – Checklist for managing a bullying incident at St Mary's Calne)

- The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be reported immediately by the member of staff who has been approached or witnessed the concern and the incident managed by the most appropriate member of staff as determined by the DHP/DSL.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Designated Safeguarding Lead (DSL), House Staff or another member of the Senior Leadership Team or Safeguarding Team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## Cyberbullying

- When responding to cyberbullying concerns the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems
    - identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary.
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply.
    - providing advice on blocking or removing people from contact lists.
    - helping those involved to think carefully about what private information they may have in the public domain.

## Supporting pupils

- *Pupils who have been bullied will be supported by:*
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Adolescent Mental Health Service (CAMHS).
- *Pupils who have perpetrated bullying will be helped by:*
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.

- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, gating, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspension or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or CAMHS.

## Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults who have been bullied or affected will be supported by:*
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
  - Discussing what happened with a senior member of staff and/or the Head to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed. ○ Instigating disciplinary, civil or legal action as appropriate or required.

## 9) Preventing bullying

### Environment

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’ and microaggression) which does not uphold the school values of tolerance, non-discrimination and respect towards others. all abusive language is taken seriously and as a potential indicator of child-on-child abuse and not seen as a normal part of growing up.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- ○ Celebrate success and achievements to promote and build a positive school ethos.

## **Policy and Support**

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

- The school community will:
  - Train all staff, including teaching staff, support staff (e.g. administration staff, catering and support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.



- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **10) Involvement of pupils**

- *We will:*
  - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvas children and young people's views on the extent and nature of bullying.
  - Ensure that all pupils know how to express worries and anxieties about bullying.
  - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
  - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - Utilise pupil voice in providing pupil led education and support to
  - Publicise the details of internal support, as well as external helplines and websites.
  - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **11) Involvement and liaison with parents and carers**

- *We will:*
  - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
  - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
  - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
  - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **12) Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The Head will be informed of bullying concerns, as appropriate.
- The governing body will receive regular updates as to incidents of bullying, including outcomes.

### 13) Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability>NULL
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0https://www.gov.uk/government/publications/send-code-of-practice-0-to-25to-25](http://www.gov.uk/government/publications/send-code-of-practice-0https://www.gov.uk/government/publications/send-code-of-practice-0-to-25to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/ukhttp://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukcciscouncil-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/ukhttp://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukcciscouncil-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

- DfE ‘Advice for parents and carers on cyberbullying’:  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

### **LGBTQ+**

- Barnardo’s LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign](http://www.gov.uk/government/publications/disrespect-nobody-campaign)  
<http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: advice for school staff , including information on preventing and responding to Sexual Bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying>
- [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### Checklist for Managing a Bullying Incident at St Mary's Calne

	<b>Actions to take</b>	<b>Member of Staff Responsible</b>	<b>✓</b>
1.	Young person reports that they are being bullied or an incident has been observed.	All Staff	
2.	Hear what the young person has to say about what has happened.	All Staff – referred to House Staff and DSL	
3.	Hear what any other young people directly involved in the incident have to say about what has happened.	House Staff/ Safeguarding Team	
4.	Ensure a senior member of staff is made aware.	All Staff	
5.	Record via CPOMS and school policy	All Staff	
6.	If there is evidence or an admission of bullying, ensure you follow you Anti-Bullying Policy and Behaviour Policy. If you are using a restorative approach, provide opportunity for young person to reflect and consider how they might make amends.	House Staff/ Safeguarding Team	
7.	Consider whether the impact of any bullying is severe enough to warrant it being a safeguarding issue. If appropriate, refer to the Designated Safeguarding Lead.	All Staff in discussion with House Teams	
8.	If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	House Staff in discussion with DSL	
9.	Inform the target of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	House Staff/ Safeguarding Team	
10.	Inform the young person/people responsible for harm of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	House Staff/ Safeguarding Team	
11.	Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	House Staff/ Safeguarding Team/Deputy Head Pastoral	
12.	Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	House Staff/ Safeguarding Team/Deputy Head Pastoral	
13.	Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may wish to do so.	Safeguarding Team	

14	Consider what additional input is required to prevent recurrence. For example: Proactive work to address prejudice or promote diversity, work with the class or year group, an assembly, individual or group work with the young people concerned, referral to outside agencies, etc. If concerns are serious consider whether referral for further child and family support might be appropriate.	House Staff/ Safeguarding Team/Deputy Head Pastoral	
15	Monitor the situation and review with all parties to ensure the bullying has stopped.	House Staff/ Safeguarding Team/Deputy Head Pastoral	
16	Review how successful your approach has been. What additional preventative measures need to be in place?	House Staff/ Safeguarding Team/Deputy Head Pastoral	

### **Guidelines for interview with all parties:**

- Consider using a restorative approach to respond to the incident if staff have received appropriate training.
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe (particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual Child Protection exceptions)
- Listen to the details of what happened and record
- Consult the target about how the incident should be dealt with as far as is appropriate. N.B. informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. N.B. Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident, including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

### **Importance of monitoring and review:**

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?

### Anti-Bullying Policy Flowchart

Step 1	<p>If bullying is suspected or reported, the incident should be immediately reported to House Staff and the Safeguarding Team via CPOMS and through face-to-face conversations as relevant. The member of staff reporting the incident may need to manage a situation relating to bullying in the first instance, for example, they may have witnessed an exchange between pupils, or a pupil may have spoken to them about their experiences.</p> <p>Pupils may also use the Report a Concern Form to report allegations of bullying.</p>
Step 2	<p>The House Team and DHP will provide appropriate support for the person being bullied and anyone else involved: in the first instance this will be to ensure pupils are not at risk of immediate harm. Pupils will be involved in decision-making, as appropriate.</p> <p>SEND, EAL and Protected Characteristics will be considered in all decision making.</p> <p>Parents or carers will be notified of concerns that have been raised and actions taken at an appropriate stage in the investigation.</p>
Step 3(A)	<p>The Safeguarding Team will meet to review incidents of bullying either through weekly Welfare Team meetings or on a case-by case basis as required.</p> <p>Information will be shared with external agencies such as Police, MASH and online service providers if child/ children are felt to be at risk of significant harm.</p> <p>House Staff, Tutors, parents and pupils will be kept updated as required.</p>
Step 3 (B)	<p>Allegations of bullying will be investigated and evidenced by a member of the House Team, Safeguarding Team or a Senior Leader. Written statements will be collated, and the investigation report will determine what happened, who was involved, actions taken, and decisions made.</p>
Step 5	<p>Following the investigation, sanctions, as identified within the Behaviour Policy, and support will be implemented in consultation with all parties concerned. Where the bullying of or by pupils takes place off site or outside of normal school hours (including cyberbullying), staff must ensure that the concern is fully investigated, adhering to this process.</p>