ST ALBANS EDUCATION GROUP

Anti-Bullying

November 2026

A group of sector-leading Independent Schools

STAHS

PREP SENIOR SIXTH

PART OF

ST ALBANS EDUCATION GROUP

STAHS Policies

P05: ANTI-BULLYING

Owner/s:	DSL & Head of Prep	Date reviewed:	November 2026
STAEG Committee:	Safeguarding	Next review date:	November 2028

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REFERENCES

A. Crime and Disorder Act 1998
B. Public Order Act 1986
C. Equality Act 2010
D. Human Rights Act (HRA) 1998
E. Malicious Communications Act 1988
F. Protection from Harassment Act 1997
G. Communications Act 2003
H. Education Act 2011
I. STAHS P01: Safeguarding & Child Protection Policy
J. STAHS P01 RD: Child-on-Child Abuse Policy
K. STAHS P04 RD: Search & Confiscation Procedures

1. MONITORING AND REVIEW

1.1. This policy is reviewed every three years by the Head and Deputy Head Pastoral (Senior). Any changes to this policy will be communicated to all relevant stakeholders.
1.2. The scheduled review date for this policy is Michaelmas 2028

2. STATEMENT OF INTENT

2.1. St Albans High School for Girls (STAHS) 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.
2.2. 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.
2.3. 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.
2.4. 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.

3. LEGAL FRAMEWORK

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

- *References A, B, C, D, E, F, G, H.*
- Education and Inspections Act 2006
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2026) 'Keeping children safe in education 2026' (updated annually)
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- P04 Behaviour Policy
    - Suspension and Exclusion Policy
- *References I & J.*
- P03 Pastoral Care and Personal Development
    - SMSC
    - Health, Sex and Relationships
- P15 Electronic Information and Communication (Searching, Screening and Confiscation)

4. DEFINITIONS

4.1. 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.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

4.2. 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.

4.3. 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.

5. TYPES OF BULLYING

5.1. 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 abuse
- Physical abuse
- Emotional abuse

These behaviours can take place both online and in person.

Bullying is sometimes targeted at a pupil due to one of their characteristics or perceived characteristics:

5.2. Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under References *A* and *B*.

5.3. Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

5.4. Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

5.5. 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.

5.6. 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.

5.7. 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.

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

5.9. Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone based on their perceived social inferiority.

5.10. 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.

6. ROLES AND RESPONSIBILITIES

6.1. The STAEG Governing Board (Council) is responsible for:

a. Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
b. Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
c. Ensuring the school is inclusive.
d. Appointing a safeguarding link governor to ensure the policies and practices relating to safeguarding, including the prevention of online bullying, are being implemented effectively.

6.2. The Principal is responsible for:

a. The overall implementation and monitoring of this policy.
b. Ensuring that the school adopts a tolerant and open-minded policy towards difference.
c. Analysing any bullying data to establish patterns and reviewing this policy in light of these.
d. Ensuring the Deputy Head Pastoral & Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the role.
e. Ensuring that pupils are taught how to keep themselves and others safe, including online.

6.3. The School Deputy Head Pastoral (Senior) is responsible for:

a. 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.
b. Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
c. Analysing the data in the bullying records on CPOMS at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
d. Arranging appropriate training for staff members.
e. Keep a record of PSHE or other activities where pupils are taught how to keep themselves and others safe, including online & monitoring the quality of impact of these lessons.

6.4. Heads of Year, Head of Sixth Form and Deputy Head Pastoral (Prep) are responsible for:

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

6.5. Teachers and staff are responsible for:

a. Being alert to social dynamics in their class.
b. Being available for pupils who wish to report bullying.
c. Providing follow-up support after bullying incidents.

d. Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
e. Refraining from stereotyping when dealing with bullying.
f. Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
g. Reporting any instances of bullying once they have been approached by a pupil for support.

6.6. Parents are responsible for:
a. Informing their child's Head of Year, Head of Sixth Form, Deputy Head Pastoral (Prep) or form tutor if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
b. Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

6.7. Pupils are responsible for:
a. Informing a member of staff if they witness bullying or are a victim of bullying.
b. Not making counter-threats if they are victims of bullying.
c. Walking away from dangerous situations and avoiding involving other pupils in incidents.
d. Keeping evidence of online bullying and informing a member of staff should they fall victim to online bullying.

7. STATUTORY IMPLICATIONS

7.1. The school understands that, under *Reference C*, it has a responsibility to:
a. Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
c. Foster good relations between people who share a protected characteristic and people who do not share it.

7.2. The school understands that, under *Reference D*, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

7.3. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
a. Under *Reference E*, 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.
b. *Reference F* makes it an offence to knowingly pursue any course of conduct amounting to harassment.

c. Section 127 of *Reference G* 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.
d. Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

8. PREVENTION

8.1. The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.
8.2. All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.
8.3. All types of bullying will be discussed as part of the Skills for Life curriculum, in line with the PSHE and RSE Policy across both Prep and Senior Schools.
8.4. This curriculum will explore and discuss issues at age-appropriate stages including but not limited to:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

8.5. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
8.6. Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.
8.7. A safe place, supervised by a teacher, will be 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.
8.8. Pupils deemed vulnerable, will meet with their form tutor or STAHS Pastoral Assistant regularly, where appropriate, to ensure any problems can be actioned quickly. Form tutors will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they

are victims or have witnessed an incident. At Prep the class teacher or Chaplain will meet with the pupil.

8.9. Before a new pupil joins the Senior school, particularly when this happens in-year, the pupil's form tutor and the Head of Year will implement a strategy to prevent bullying from happening. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the Safeguarding Team or Deputy Head Pastoral. At Prep, the Deputy Head Pastoral or Head of Pre-Prep will oversee this.

8.10. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

8.11. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

9. SIGNS OF BULLYING

9.1. 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
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school 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
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

9.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

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

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

9.4. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor (Senior) class teacher (Prep) via CPOMS, who will investigate the matter and monitor the situation.

10. STAFF PRINCIPLES

10.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

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

10.3. Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the Deputy Head Pastoral and Designated Safeguarding Lead (Senior) Deputy Head Pastoral (Prep) immediately.

10.4. Follow-up support will be given to both the victim and perpetrator following an incident to ensure all bullying has stopped.

11. CHILD-ON-CHILD ABUSE

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

11.2. 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 Skills for Life lessons, in line with the Prevention section of this policy.

11.3. All staff will:

a. Be aware that pupils of any age and gender are capable of abusing their peers.
b. Be aware that abuse can occur inside and outside of school settings.
c. 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.
d. Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
e. 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.
f. 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.
g. Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

11.4. 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.

11.5. 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 Designated Safeguarding Lead (DSL) deems this appropriate in the circumstances.

11.6. 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.

11.7. *Reference I* 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. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found in *Reference I*.

12. ONLINE BULLYING

12.1. Online bullying 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.

12.2. Online bullying 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. SnapChat, Instagram and TikTok.

12.3. NB. The above list is not exhaustive, and online bullying may take other forms.

12.4. The school has a zero-tolerance approach to online bullying. The school views online bullying with the same severity as any other form of bullying and will follow the sanctions set out in section 14 of this policy if they become aware of any incidents.

12.5. All members of staff will receive training on an annual basis on the signs of online bullying, in order to identify pupils who may be experiencing issues and intervene effectively. This is included in annual Child Protection and Safeguarding Training.

12.6. Many of the signs of online bullying will be similar to those found in section 9 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

12.7. Staff will also be alert to the following signs which may indicate that a pupil is online bullying 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

12.8. Parents will also be invited to attend Parent Seminars to help educate them on the signs and symptoms of online bullying, and will be advised to report to the Head/Deputy Head Pastoral and Designated Safeguarding Lead if their child displays any of the signs outlined in this section.

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

a. 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

b. The anytime and anywhere nature of online bullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

c. 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

d. 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

e. 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

12.10. The school will support pupils who have been victims of online bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with sections 15 and 16 of this policy.

12.11. In accordance with *Reference H*, 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. In these cases, *Reference K* will be followed at all times.

13. PROCEDURES

13.1. Minor incidents will be reported to the victim's form tutor and Head of Year, via CPOMS, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Assistant Head Pastoral and Pupil Outcomes (Senior) or Head of Sixth Form (Senior) and Deputy Head Pastoral (Prep) in writing of the incident and outcome.

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

a. The victim, alleged perpetrator and witnesses are all interviewed separately
b. Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
c. If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
d. A room is used that allows for privacy during interviews
e. A witness is used for serious incidents
f. If appropriate, the alleged perpetrator, 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
g. Evidence of a online bullying incident will be gathered; this may involve text messages, emails, photos, etc. provided by the victim
h. Premature assumptions are not made, as it is important not to be judgemental at this stage
i. Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
j. All pupils involved are informed that they must not discuss the interview with other pupils

13.3. 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.

13.4. If the Senior Leader investigating is satisfied that bullying did take place, a record of the bullying incident will be recorded on the perpetrator's and victim's CPOMS profiles.

14. SANCTIONS

14.1. If the Senior Leader investigating is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Senior Leader will inform the perpetrator of the type of sanction to be used in this instance, e.g. Internal Supervision, and future sanctions if the bullying continues.

14.2. Parents are informed of bullying incidents and what action is being taken.

14.3. 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.

15. SUPPORT

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

a. Emotional support and reassurance from the Pastoral Assistant, Chaplain or school counsellor
b. Reassurance that it was right to report the incident and that appropriate action will be taken
c. Liaison with their parents to ensure a continuous dialogue of support
d. Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
e. Advice on aspects of online safety, in the event of online bullying, 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
f. 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)

15.2. The Head/Deputy Head Pastoral 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.

15.3. Staff, particularly the Deputy Head Pastoral and Designated Safeguarding Lead, will work with the victim to build resilience, e.g. by offering emotional therapy.

15.4. The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be offered a counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

16. FOLLOW-UP SUPPORT

16.1. The progress of both the perpetrator and the victim will be monitored by their form tutor or class teacher. 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.

16.2. A face-to-face mediation where the pupils involved can have an open dialogue may take place, with the victim's permission. Mediation occurs in a large group space, with all parties present and accompanying staff present. Each pupil is given the chance to speak openly and express their feelings to engender mutual respect and understanding. An apology might be offered. The Head of Year might also organise activities with peers to build connection: this

could be during a peer-mentored lunchtime session, or organised clubs and activities to encourage/refresh connections

16.3. The Head of Year will assess whether a tutor group or teaching group move for victim or perpetrator would be beneficial.

16.4. The Head of Year will consider whether break out spaces for break and lunchtime would be beneficial for the victim or perpetrator.

16.5. Pupils who have been bullied will be offered continuous support from a trusted adult. This is reviewed until the Head of Year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

16.6. Pupils who have bullied others will be supported in the following ways:

a. Receiving a consequence for their actions
b. Being able to discuss what happened
c. Being helped to reflect on why they became involved
d. Being helped to understand what they did wrong and why they need to change their behaviour
e. Appropriate assistance from parents

16.7. Pupils who have been bullied will be assessed on a case-by-case basis and the Deputy Head Pastoral and Designated Safeguarding Lead will, if necessary, refer the victim of bullying to CAMHS.

16.8. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Head and/or Deputy Head Pastoral will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

16.9. Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the Head and/or Deputy Head Pastoral will meet to discuss the use of alternative provision.

17. BULLYING OUTSIDE OF SCHOOL

17.1. 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 *Reference I*.

17.2. The Head has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head 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.

17.3. Teachers have the power to discipline 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 the town centre.

17.4. Where bullying outside school is reported to school staff, it will be investigated and acted upon. 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.

17.5. The Head and/or Deputy Head Pastoral is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

18. RECORD KEEPING

18.1. The Deputy Head Pastoral and Designated Safeguarding Lead 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.

18.2. The Head and Deputy Head Pastoral (DSL) will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

a. 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.
b. Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
c. 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.
d. Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
e. Responding to any complaints about how cases have been handled.

19. WORKING WITH PARENTS

19.1. It's essential that the child sees School and Parents working together and communicating regularly, to that end, the pastoral team around the child will continue to communicate with parents and check-in about how things are going from a parents perspective.

Policies and related documents as indicated are available request via info@stahs.org.uk
St Albans High School for Girls, 1-3 Townsend Avenue, St Albans AL1 3SJ. Tel: 01727 853 800

This policy can be made available in large print or other accessible format if required.