



**St Andrew's School, Turi**

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**Anti-Bullying Policy  
(Senior School)**

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<b>Compiled by:</b>	<b>Deputy Head Pastoral [Senior]</b>
<b>Approved by:</b>	<b>Headmaster [SS]</b>
<b>Date of review:</b>	<b>June 2025</b>
<b>Date of next review:</b>	<b>June 2026</b>

## 1. Policy

### Policy statement

The School is opposed to bullying or harassment of any kind. This policy aims to prevent bullying and ensure that everyone can operate in a supportive, caring and safe environment.

All members of the community, including the Board, teaching and non-teaching staff, students and parents should have an understanding of what bullying is and be familiar with the policy on bullying. Bullying and harassment are antisocial behaviours which affects everyone; it is unacceptable and it will not be tolerated.

The school values of courage, Integrity and compassion align with the anti-bullying approach to the school and demonstrates our commitments to safeguard the young people's physical, mental and emotional health.

### Scope

This policy applies to all students irrespective of their age and whether or not they are in the care of the School. It provides guidance for all students, staff and parents about recognising bullying behaviours and what to do if bullying occurs. All Staff are expected to read, understand and implement the policy.

### Definition

Bullying and harassment is defined as any behaviour by an individual or a group that is deliberately hurtful either physically or emotionally, usually (but not exclusively) repeated over a period of time, where it is difficult for those who experience bullying to defend themselves.

The main types of bullying are:

- Physical (including sexual) assault (e.g. hitting, kicking, spitting, removing belongings, damaging property)
- Verbal abuse (e.g. name calling, teasing, insulting, writing notes or making offensive remarks)
- Cyberbullying (e.g. the use of ICT/Social Media, particularly mobile phones and the internet, deliberately to upset someone else)
- Exclusion from social groups or spreading malicious rumours
- Harassment is behaviour which is intended to trouble or annoy someone, for example repeated attacks on them or attempts to cause them problems.

Bullying and harassment may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory, but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, sexist, sexual or which focus on disabilities or other physical attributes.

Specific types of unacceptable behavior include bullying related to:

- Race, religion, belief or culture
- Special educational needs (SEN), learning difficulties, disabilities or health conditions

- Personal appearance or body shape
- Sexual orientation
- Young carers or adopted children or other home circumstance

## Terminology

In this policy **'School'** refers to the Senior School ; **'Head'** refers to the Head of the Senior School; **'Deputy'** refers to the Deputy Head (Pastoral) in the Senior School; **'Tutor'** refers to those staff who oversee a tutor group in Years 9 or above, **'Staff'** refers to all those working for or on behalf of the School (including those working on behalf of third party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; **'Parent(s)'** includes one or both parents and legal or education guardians.

## Regulatory framework

This policy takes account of all relevant legislation. In particular, it acknowledges The Children Act (2010), and has been drawn up following guidance issued by the UK Department for Education 'Preventing and Tackling Bullying' (July 2017).

This policy also takes account of the 'Standards for British Schools Overseas' ( August 2023) and the accompanying cited legislation and guidance and 'The Education (Independent School Standards) Regulations 2014 also Part 1 of Keeping Children Safe in Education (2024) and Chapter 1 of Working Together to Safeguard Children.

This policy is also informed by the following considerations:

### Legal Frameworks and Statutory Responsibilities:

- **Education Acts:** The key points from the legislation above describe a duty to provide a safe and inclusive learning environment.
- **Human Rights Legislation:** Individuals should be protected from discrimination and harassment based on characteristics such as race, gender, disability, and sexual orientation.
- **Child Protection Laws:** Mandates our school to ensure the welfare and safety of children within their care.
- **Anti-Discrimination Legislation:** Prohibits discrimination and harassment based on protected characteristics.

### Recent Updates:

- **Amendments to Education Acts:** Updates include provisions explicitly addressing bullying, cyberbullying, and harassment, outlining our schools' responsibilities and procedures for prevention and intervention.
- **Inclusion of Cyberbullying:** Recognition of cyberbullying as a distinct form of bullying, with specific guidelines on how the school addresses it.
- **Focus on Prevention:** Shift from reactive measures to proactive prevention strategies, emphasizing education, awareness, and fostering a positive school culture.
- **Collaborative Approaches:** Encouragement for schools to work with parents, students, and community organisations to address bullying effectively.
- **Training Requirements:** Mandates for school staff to undergo training on recognizing, preventing, and addressing bullying and harassment.

- **Reporting and Monitoring Systems:** Implementation of systems to track and monitor incidents of bullying and harassment, ensuring timely intervention and support for victims through CPOMs

#### **Effects on Anti-Bullying Policy and Practice:**

- **Increased Awareness:** Greater emphasis on the seriousness of bullying, cyberbullying, and harassment, leading to heightened awareness among school staff, students, and parents.
- **Clearer Procedures:** Clarity in protocols and procedures for reporting and responding to bullying incidents, promoting consistency and accountability.
- **Empowerment of those experiencing bullying:** Measures to empower victims to report incidents without fear of retaliation and to access support services.
- **Preventive Measures:** Implementation of preventive measures such as social-emotional learning programs, tutor program, peer support initiatives (peer counselling) and whole school initiative through the Anti Bullying Committee (ABC).
- **Community Engagement:** Enhanced collaboration with parents, prep school and agencies (MDT) to create a comprehensive approach to tackling bullying.

Overall, recent updates to legal frameworks have reinforced schools' obligations to prevent and address bullying, cyberbullying, and harassment, leading to more robust anti-bullying policies and practices aimed at creating safer and more inclusive learning environments.

In summary, the responses to bullying and child-on-child abuse within a school setting are closely linked, emphasising the importance of prevention, policy development, support services, and collaborative efforts to safeguard the welfare of children and promote positive relationships within the school community.

## **Review**

This policy will be subject to annual review by Deputy Head (Pastoral).

## **2. Roles and responsibilities**

### **The Head**

The Head is responsible for:

- The managing of decisions that result in the expulsion of a student of the school.
- Leading the serious disciplinary process that result in long term suspensions and expulsions.

### **The Deputy (Pastoral) and the DDSL**

The Deputy Head (Pastoral) is responsible for:

- Overseeing anti-bullying awareness and measures
- Monitoring instances of bullying, keeping a central register of all instances (CPOMs)
- Leading discussion of anti-bullying at Pastoral Management Team (PMT)
- Overseeing the anti-bullying committee
- Chairing investigations and meetings pertaining to bullying
- Advising the Headmaster of concerning behavior

## **The Houseparents and Heads of Year**

The Houseparents and Heads of Year are responsible to:

- Ensure that 'on the ground' pastoral care allows for active monitoring of students.
- Provide a constant presence in the boarding house so that students feel that they have a line of communication is open to them but also are diligent in awareness of possible occurrences of bullying
- Make recommendations to investigations and meetings

## **Tutors**

Tutors are responsible for:

- Be available for tutees
- Leading tutor sessions on anti-bullying topics in accordance with the tutor program.
- Reporting bullying to Houseparents, or Deputy Head (Pastoral) and recording it on CPOMS

## **All Members of school community**

Everyone in the school community including non-teaching staff should be vigilant in ensuring that instances of bullying and harassment do not go without proper recourse. They are responsible for ensuring that these instances are reported and are taken seriously.

## **3. Principles**

There are three main principles on which this policy is based, which are:

- Adopting a serious, vigilant and prompt approach
- Establishing clear and effective systems to deal with instances of bullying behaviour
- Prevention of bullying behaviour through raising awareness

### **3.1 Adopting a serious, vigilant and prompt approach**

The seriousness of bullying and harassment cannot be over-emphasised. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying can make the lives of its victims a misery: it undermines their confidence and self-esteem, and destroys their sense of security. Bullying impacts those affected in their attendance and attainment at school, marginalises those individuals or groups who may be particular targets for those who display bullying behaviour, and can have a life-long negative impact on young people's lives. At worst, bullying can be a factor in student suicide. The School is proactive in looking out for and dealing with bullying effectively.

### **3.2 Establishing clear and effective systems to deal with instances of bullying and harassment**

#### **Advice to given students**

If you experience bullying or harassment:

- Talk to your house's anti bullying ambassador

- Inform an adult whom you can trust as soon as possible; a Parent, your Tutor, your Houseparent, the School Counsellor, a Peer Counsellor, a Teacher, the Deputy Head (Pastoral), another member of staff or a Prefect. They will do their best to listen to you and handle the situation sensitively.
- Try to avoid the student who is demonstrating bullying behaviour, where this is possible.
- Avoid being in places where bullying happens if possible.
- Walk away quickly and confidently and don't try to fight back.
- Try being assertive in your behaviour.
- Inform your friends and ask them to help you to stand up to the person who is displaying bullying behaviour.

If someone is witness to bullying behaviour or harassment:

- Don't stand by and watch, as this makes you equally guilty.
- Be an upstander not a bystander
- Show that you disapprove of the behaviour.
- Give sympathy and support to the person being bullied.
- Tell a trusted adult or a prefect about the behaviour.
- Do not let the bullying continue. Doing nothing usually means that the bullying carries on and that the bullies become more confident and choose more victims.

### **Advice to given parents**

It is a good idea to take an active interest in your child's social life and chat about friends and their activities. As well as keeping up to date with your child's friendships, you may well learn of disagreements or difficulties. Watch for signs of distress in your child. There could be unwillingness to attend school, to participate in certain activities, headaches, stomach aches, possessions going missing, unusually poor performance in work, etc. There are many reasons why your child may be unsettled at school, but bullying may be a possibility.

If you think that your child is experiencing bullying, please inform the child's Tutor and/or Houseparent immediately. Please do not contact another parent about an incident in school prior to agreeing with the School how best to handle the incident. All reports will be investigated urgently, but please allow us time to investigate the problem fully. We need your full support in helping to minimise the extent of bullying in school.

If you discover that your child is demonstrating bullying behavior towards others, stay calm. Try to find out how and why they have been behaving in this way. Explain to your child that bullying is wrong, and try to get your child to understand what it is like for those on the receiving end of bullying. Talk about what they think might help them to stop bullying. Contact your child's Tutor and/or, Houseparent and give them details of the incident. It is important that students understand that they should try to support another student who is being bullied, as doing nothing means that they regard it as acceptable.

### **Guidance on students who are vulnerable**

As a school we recognise that bullying can have a profound effect on the well-being of students in our care. Staff at St Andrew's School are made aware of vulnerable students in our community so they can prevent the serious impact that bullying can have on the student and community. More importantly, children with special educational needs can be more susceptible to bullying and therefore

staff need to be aware of such children and ensure they have a voice and an avenue of addressing the issue in a safe and supportive environment. Bearing in mind the many different factors that could lead to bullying, strategies are developed to prevent any further development of the bullying. In addition to what is highlighted above, students who are more vulnerable have specific support of the SEND department and specific support for these students is circulated through the SEND department to all staff, this is in the form of inclusion weeks and other bespoke strategies.

### **Bullying outside School Premises**

The School may choose to discipline a student for any incident that occurs during the school day whilst on an external trip. Where bullying behavior is outside the school is reported to the School or its Staff, the same will be investigated and acted on. Wherever possible, restorative work will be implemented possibly through trusted students to help with improved social interaction.

### **Advice given to staff**

All staff must be vigilant and must never be seen to condone, be party to, or turn a blind eye to any bullying behaviors. If a student complains of experiencing bullying behavior, it must be followed up. If the student asks that nothing be done, tell him/her that the bullying will almost certainly continue and that others may get picked on and therefore bullying behaviour will be unresolved.

In dealing with bullying and harassment incidents, staff should aim to adopt a firm, fair, non-confrontational approach that helps to promote a positive school ethos of mutual respect, understanding and consideration for others.

The following guidelines should be followed when handling incidents of bullying. The precise way an incident is handled will depend upon the circumstances and teachers must use their discretion. If in doubt, seek advice from the Deputy Head (Pastoral):

- Listen to the student in a quiet place and try to find out who and what is involved, without open questioning. Do not interview students of the opposite sex in secluded places on your own; involve another student or member of staff.
- Ask the student who has experienced bullying to explain what has happened and what he or she feels about it. Ask if others have been aware of the incident or have also experienced bullying. Do not promise confidentiality, but let the student know that you may have to pass on the information to other staff.
- Ensure that you record details of the incident fully and accurately, although it may be inappropriate to do this when the student initially reveals details of the bullying incident.
- Explain to the student what you are going to do.
- If the incident is relatively minor e.g. name-calling, you may choose to interview others involved following the guidelines below. If the incident is more serious, for example involving extortion or physical violence, you should inform the Houseparent and Deputy Head (Pastoral), who will investigate the allegations.
- The Houseparent (HP) may choose to interview any witnesses to the bullying and the alleged individual, in order to build up a true picture of the incident. Ensuring that details of the interviews are recorded fully and accurately.
- The relevant HP or Deputy Houseparent (DHP) may then see the student who demonstrates bullying behaviour and ask them why they have behaved in this way and how they think the student who experienced the bullying felt about their behaviour. Ask them to suggest ways they

can change their behaviour. Explain that you hope that no similar problems will arise in future. Point out that any repetition of the incident must expect to have a sanction applied against them.

- The relevant HP may see the student who has experienced bullying and ask him/her to see you immediately if there is any repetition of the incident. Meet the student who has experienced bullying a few days later to monitor the situation.
- There are instances where the punishment of a student who demonstrates bullying behaviors might make matters worse and it is therefore important to balance the effects of such punishments on the student who experienced the bullying in the long run.

### 3.3 Serious or Violent Incidents

Incidents of a serious nature should normally be investigated by a senior member of staff (HP) following the guidelines below:

- Take those involved and witnesses off to a place where you can talk privately.
- Try to prevent them from talking to each other.
- Allow a cooling off time.
- Carry out an enquiry taking verbatim notes of what is said.
- Interview the parties involved, and the witnesses individually and ask each student to sign and date the notes of the statement that they have made.
- Ensure the parties involved are not left alone.
- Contact the parent(s) of the parties involved at an early stage.
- Inform relevant members of staff as soon as possible (Tutor, Houseparents, Deputy Head Pastoral), and issue a general note to all staff if appropriate.

### 3.4 HSB (Harmful sexual behavior)

Harmful sexual behaviour involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults.

The important thing to note is that, as a school we aim to address the gateway behaviours that lead to more significant HSB and as a result, address and teach young people the value of respect and diversity within culture, class or gender. The nature of this type of abuse is dealt with in the same way as with bullying or child on child abuse.

### 3.5 Cyber-bullying

**Cyber-bullying** is "the use of information and communication technologies to support deliberate hostile behaviour by an individual or group that is intended to harm others".

Cyber-bullying within the context of a school setting is not limited to the students themselves. While the definition of Cyber-bullying remains the same when talking about adults, it can also be referred to as cyber stalking or Cyber harassment.

The conventional definition of bullying, which often involves repeated acts, can seem contradictory when applied to cyberbullying. In the digital realm, a single post can be reported by multiple individuals, potentially qualifying as repeated behavior. This underscores the critical importance of promptly addressing and effectively managing instances of cyberbullying.

### **What does Cyber-bullying include?**

Cyber-bullying may be as simple as sending unwanted emails to other students: it may include threats, sexual remarks or purposefully embarrassing comments. This may be done in email or through social media.

### **What's different about Cyber-bullying?**

Unlike 'traditional' bullying, Cyber-bullying can remain virtually anonymous. Cyberbullying can be used as a way of targeting someone and remaining anonymous.

### **What is being done to combat Cyber-bullying?**

- During the school week, student access to social network sites, such as Instagram and Snapchat, is blocked through the school system. Students are only able to access social networking sites during the weekend (or on 4 and 5G)
- Laptops for Main School students and above must be handed in overnight.
- Devices are checked for content if there is suspicion of an incident
- In addition to Cyber-bullying we have a duty of care to inform, and educate students about the dangers of the internet and electronic communication.

## **4. Management of bullying incidents and sanctions**

The management of bullying incident needs to be done both carefully and proactively, it is often the case that both parties can feel aggrieved and therefore it is important to be impartial when recording incidents. A statement of events may be required of both parties but it is accepted that this may cause undue stress and could perpetuate or inflame the situation, in these instances a recording could be taken to make it easier for those involved.

The punishments for bullying must allow both sides to be aware that bullying is occurring and if it continues, could be severe. There are therefore three steps to be taken when a case of bullying is discovered and reported.

**Stage 1: No blame meeting.** This offers a 'no-blame' approach to both parties. Those experiencing bullying and those who are displaying bullying behaviours have a discussion with a member of staff who would normally be the Tutor, Head of Year or Houseparent. This discussion allows both parties to give their opinions and to try to work out a solution which is mutually agreeable. The aim is to allow the party who displays bullying tendencies to realise that they are causing unhappiness and that their behaviour will not be tolerated. Following this, communication will be made with parents to let them know about the situation and what has been done, and the meeting will be noted on CPOMs.

This stage may be by-passed and sanctions imposed immediately if bullying is found to be clear-cut and serious.

**Stage 2: Warning as to future conduct.** If, after the above discussion, the bullying continues, it will be assumed that it is deliberate and a more severe approach will need to be taken. Sanctions will depend on the severity of the bullying. Following discussion between the Tutor or Houseparent and the Deputy, a formal letter will be sent to parents, along with other sanctions as deemed necessary.

**Stage 3: Exclusion.** If, after these two steps, the bullying continues, it will be assumed that the student has no respect for those around him/her. This will not be tolerated.

It is likely that the Head will require the student to leave the School.

It is acknowledged that persons that demonstrates bullying may have complex reasons for their behaviour and may need help.

It should be recognised that the consequences of being allowed to 'get away with it' can be detrimental those who display bullying tendencies as well as to those who experience it. All students deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault, distribution of inappropriate images and threatening behaviour.

## **5. Preventing of bullying and harassment through raising awareness**

The School will raise the awareness of all staff and students through induction, inset and briefings, and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The Deputy Head (Pastoral) will lead in this area.

Other specific Anti-bullying measures include:

- Anti-bullying committee, with elected representatives from the student body
- Anti-bullying days
- Focus on developing positive and healthy relationships through the Leadership Principles, through Round Square
- Kindness and wellbeing initiatives
- Promoting diversity through events and promotions
- The E-Safety Committee and Student Council
- Annual Anti-bullying survey
- Restorative justice meetings

The record of bullying offences is reviewed regularly by the Deputy Head (Pastoral) in order to identify patterns, check that the policy is effective and introduce additional initiatives when necessary, this is done through CPOMS and through the bullying log.

Anti-Bullying is also a regular item on the Pastoral Management Team meetings.

## **6. Anti-Bullying Awards**

In 2004 the school achieved its 'Gold Award' through the ABQM (Anti Bullying Quality Mark). This policy was part of a review by parents, students and staff. It is to be noted that the ABQM assesses each school against the following categories:

1. Leadership
2. School Policy
3. Whole School Strategic Development
4. Governance
5. Staff Involvement
6. Curriculum

7. Active Pupil Involvement
8. Parental Involvement
9. Regard for Vulnerable Groups
10. Online Safety

The school is currently working on the ABQM Platinum award.

#### **7. Further documentation**

Safeguarding and Child Protection Policy

E-safety Policy

PSHE Framework (internal document)

Code of conduct (Students)

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## Appendix A - Senior School response to bullying behaviors

Level	Behaviour type (Online)	Behaviour type (In school)	Who must respond and how (online)	Who must respond and how (In school)	Further action to be taken
1	A one-off, unkind comment is made to an individual or in a group. This can be directed at somebody, about somebody or in general.	A one-off, unkind comment or action is made to an individual or in a group. This can be directed at somebody, about somebody or in general.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Screen shot the message</li> <li>• Inform the tutor</li> <li>• Tell the offending pupil to delete their comments from public forums</li> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Note down exactly what has been said and when and post on CPOMs</li> <li>• Inform the tutor for it to be uploaded to CPOMs</li> <li>• Speak to the offending pupil privately about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher</b> to document the incident on CPOMs asap for all children involved.  <b>Teacher</b> to email associated teachers to monitor child's interactions in Teams or in school.
2	Repeated unkind comments are made in a group or to another person. This can be directed at somebody, about somebody or in general. Failure to report bullying behaviour witnessed online also falls at Level 2.	Repeated unkind comments or actions are made to another person or in a group. This can be directed at somebody, about somebody or in general. Failure to report bullying behaviour witnessed also falls at Level 2.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Engage with the students tutor.</li> <li>• Screen shot the message</li> <li>• Inform the Deputy Head Pastoral and Assistant Head Pastoral through S4 on CPOMs</li> <li>• Tell the offending pupil to delete their comments from public forums</li> <li>• Involve the house ambassador in non-punitive process if possible.</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Engage with the child's tutor.</li> <li>• Note down exactly what has been said and when.</li> <li>• Inform the Deputy Head Pastoral</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>• Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Tutor</b> to email home, citing evidence of repeated incidents.  <b>Tutor</b> to: document the incident on CPOMs

			<p><b>Deputy Head</b> to:</p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	
3	Disrespectful language is used which targets another pupil or group. The behaviour has escalated from Levels 1 and 2, or is extreme in nature.	Disrespectful language is used which targets another pupil or group. A disrespectful or unkind action was performed. The behaviour has escalated from Levels 1 and 2, or is extreme in nature.	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Screen shot the message</li> <li>Inform the Deputy Head and Assistant head pastoral</li> <li>Tell the offending pupil to delete their comments from public forums</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Note down exactly what has been said and when.</li> <li>Inform the Deputy Head Pastoral and Assistant head</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p><b>Assistant Deputy Head Pastoral</b> to email home, making escalation/severity clear – 'This is Level 3 behaviour'.</p> <p><b>Assistant Deputy Head Pastoral</b> to record on CPOMs, linking all children involved.</p> <p><b>Tutor</b> to document the incident on CPOMs asap for all children involved.</p> <p><b>Tutor</b> to email the student who experienced bullying behaviours parents to inform and assure them, <b>if requested to do so</b></p>
4	Repeated use of disrespectful language which targets another pupil or group and has escalated from Levels 1, 2 and 3 or is extreme and/or aggressive in nature. Behaviour has migrated from Microsoft Teams and is repeated through other media/communication platforms.	Repeated use of disrespectful language or actions which targets another pupil or group and has escalated from Levels 1, 2 and 3 or is extreme and/or aggressive in nature.	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Screen shot the message</li> <li>Inform the Deputy Head Pastoral and Assistant head pastoral</li> <li>Tell the offending pupil to delete their comments from public forums</li> </ul>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Note down exactly what has been said and when.</li> <li>Inform the Deputy Head Pastoral and Assistant Head Pastoral</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>Speak to the offending pupil</li> </ul>	<p><b>Deputy Head Pastoral</b> to communicate with the student who displayed bullying behaviours, parents and organise a phone call or a face to face meeting with parents in person or over Skype, Facetime or similar.</p> <p><b>Deputy Head Pastoral</b> to</p>

					document the incident on ISAMS
			<p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>• Record on tracking spreadsheet.</li> </ul>	<p>about their behaviour, its impact and the consequences of repeated actions.</p> <ul style="list-style-type: none"> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>• Record on tracking spreadsheet.</li> </ul>	<p>and CPOMs asap for all children involved.</p> <p>Deputy Head Pastoral to communicate with victim's parents where appropriate.</p>
5	<p>Repeated use of disrespectful language which targets another pupil or group and is escalated from Levels 1, 2, 3 and 4 or is extreme and/or aggressive in nature.</p> <p>Behaviour brings the school's name and/or the reputation of others into disrepute and/or is severely at odds with our school values.</p>	<p>Repeated use of disrespectful language or behaviour which targets another pupil or group and is escalated from Levels 1, 2, 3 and 4 or is extreme and/or aggressive in nature.</p> <p>Behaviour brings the school's name and/or the reputation of others into disrepute and/or is severely at odds with our school values.</p>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>• <b>Engage with</b> the child's tutor.</li> <li>• Screen shot the message</li> <li>• Deputy Head Pastoral and Assistant Head</li> <li>• Tell the offending pupil to delete their comments from public forums</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the student who experienced bullying that they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>• Liaise with Head Teacher</li> <li>• Record on tracking spreadsheet.</li> </ul>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>• Engage with the child's tutor.</li> <li>• Note down exactly what has been said and when.</li> <li>• Deputy Head Pastoral</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>• Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>• Liaise with head</li> <li>• Record on tracking spreadsheet.</li> </ul>	<p><b>Head Teacher to:</b> communicate with perpetrator's parents and organise a phone call or a face to face meeting with parents in person or over Skype, FaceTime or similar.</p> <p><b>Head Teacher to</b> communicate with victim's parents where appropriate.</p> <p><b>Head Teacher to:</b> <b>document the</b> incident on CPOMs asap for all children involved.</p> <p><b>Deputy Head Pastoral to:</b> document the incident on CPOMs asap for all children involved.</p>