Diocese of Norwich
St Benet's
Multi Academy Trust

Diocese of Norwich
Education and
Academies Trust

Hopton Church of England Primary Academy

Anti-Bullying Policy
(Pupils and Students)

Policy Type:	**Trust Policy**
Date Issued by MAT:	**04/05/2023**
Approved By:	**Trust Board (Joint Policy Development Committee)**
Approval Date:	**09/03/2023**
Review Date:	**March 2026**
Person Responsible:	**Chief Executive Officer**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
All	All	To reflect a Trust wide Approach and age appropriate policy for both Primary and Secondary pupils and students along with updated DfE Guidance DfE (2018) 'Mental health and wellbeing provision in schools'	Jan 2023
Page 5	2.2	Updated policies in accordance to guidance	Jan 2023
Page 12	11	Replaced peer on peer with child on child	Jan 2023
Page 5	2	Update to links to other policies references	Jan 2023
Page 3		Table of Contents updated	Jan 2023
Page 5	1	Reference to 'Behavioural Policy' updated to 'Behaviour Policy'	March 2023

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Our Christian Ethos and Values
All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

> **DNEAT**: We make no apologies for having high ambition for all, and we truly value the wider educational experience.
> We walk and talk our Christian values. That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.
All employees of the Trust are subject to the Trust's policies.

1. Policy Statement of Intent

Hopton Church of England Primary Academy (hereafter referred to as "the Academy") takes great pride in its friendly atmosphere and the Christian values which all members of the academy (both staff and pupils) show towards each other. This considerate behaviour is encouraged at all times. We celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

The academy must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied. The academy's objective is to promote and encourage the maintenance of a friendly atmosphere.
This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

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

The Education and Inspections Act 2006 outlines several legal obligations regarding the academy's response to bullying. Under section 89, school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the academy's Behaviour Policy, which is communicated to all pupils, academy staff and parents.
All staff, parents and pupils work together to prevent and reduce any instances of bullying at the academy. There is a zero-tolerance policy for bullying at the academy.

The Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour.

Signed by:	
Headteacher Date:	Chair of Governors Date:

2. Legal framework

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

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

2.2. This policy has been written in accordance with guidance, including, but not limited to:

- 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 school'
- DfE 2022 Keeping children safe in education 2022
- Dfe 2020 Sharing nudes and semi nudes' advice for education settings working with children and young people

2.3. This policy operates in conjunction with the following Trust and academy policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Policy
- Health and Safety Policy
- Offensive Weapons Policy

3. Definition

3.1. 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.

3.2. Bullying is generally characterised by:

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

3.3. 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.

3.4. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

4. Types of bullying

4.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

4.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

4.3. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

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

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

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

4.7. **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.

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

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

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

5. Responsibilities

5.1. The CEO of the Trust is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- Reviewing and amending this policy, accounting for new legislation and government guidance

- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

5.2. The Local Governing Body is responsible for:

- Receiving reports from the headteacher regarding patterns of bullying and monitoring the impact of the strategies implemented by the school to prevent recurrences of bullying.

5.3. The Headteacher is responsible for:

- The overall implementation of this policy
- Ensuring that the academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the academy is inclusive.
- using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at **termly** intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

5.4. The Senior Leadership Team are responsible for:

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

5.5. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils/students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's/students Senior Leadership Team of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil/student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil/student for support.

5.6. The [Pastoral lead/ DSL/] is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant Senior Leadership Team regarding any incidents of bullying.

5.7. Parents/guardians are responsible for:

- Informing their child's Class Teacher in the first instance if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

5.8. Pupils/Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

6. Statutory implications

6.1. The academy understands that, under the Equality Act 2010, it has a responsibility to:

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

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

6.3. 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.

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

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

7. Prevention

7.1. The academy clearly communicates a whole-academy commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole academy.

7.2. All reported or investigated instances of bullying will be investigated by a member of staff.

7.3. Staff will encourage pupil/student cooperation and the development of interpersonal skill using group work and pair work.

7.4. All types of bullying will be discussed as part of the curriculum. Diversity, difference and respect for others is promoted and celebrated through various lessons.

7.5. Seating plans will be organised and altered in a way that prevents instances of bullying.

7.6. Potential victims of bullying are placed in working groups with other pupils/students who do not abuse or take advantage of others.

7.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

7.8. All members of the academy are made aware of this policy and their responsibilities in relation to it.

7.9. All staff members receive training on identifying and dealing with the different types of bullying.

7.10. A safe place, supervised by a teacher, is 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.

7.11. Students/Pupils deemed vulnerable, will meet with their class teacher three times per week to ensure any problems can be actioned quickly.

7.12. Class teachers/Pastoral Support and SENDCO will also offer an 'open door' policy allowing pupils/students to discuss any bullying, whether they are victims or have witnessed an incident.

7.13. Before a vulnerable pupil/students joins the academy, the pupil's class teacher and the [DSL] will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the academy and regular check-in times with an adult from their class team.

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

7.15. The academy will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

8. Signs of bullying

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

- Being frightened to travel to or from the academy
- Asking to be driven to the academy

- Unwillingness to attend the academy
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in academy work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

8.2. 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.

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

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

- They have experienced mental health problems, which have led to the pupil/student becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

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

9. Staff principles

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

9.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

9.3 Unpleasantness from one pupil/student towards another is always challenged and never ignored.

9.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

9.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or

there is a safeguarding concern.

9.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

9.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

10. Preventing child on child sexual abuse

10.1. The academy has a zero-tolerance approach to all forms of Child on Child sexual abuse, including sexual harassment and sexual violence.

10.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

10.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

10.4. Sexual violence refers to the three following offences:

- **Rape**: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

10.5. The academy's Safeguarding Policy including Child Protection outlines our stance on addressing child on child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

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

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

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem

- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

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

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

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

10.11. Staff will not assume that possible indicators of abuse relate to the pupil/student's SEND and will always explore indicators further.

10.12. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

10.13. The academy's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

10.14. Pupils/students 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.

10.15. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

11. Managing disclosures

11.1. Victims will always be taken seriously, reassured, supported and kept safe.

11.2. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

11.3. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

11.4. The DSL will be informed of any allegations of abuse against pupil/students with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil/student in mind at all times.

12. Confidentiality

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

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

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

12.4. The DSL will consider the following when making confidentiality decisions:

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

12.5. More information regarding the academy's stance on preventing peer-on-peer sexual abuse is available in our Safeguarding Policy including Child Protection.

12.6. The academy's pupil/ student privacy notice will be adhered to at all times.

13. Cyber bullying

13.1. The academy has an online policy in place, which outlines the academy's zero-tolerance approach to cyber bullying.

13.2. The academy views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 14 this policy if they become aware of any incidents.

13.3. The academy will support pupil/students who have been victims of cyber bullying by holding formal and informal discussions with the pupil/student about their feelings and whether the bullying has stopped, in accordance with section 15 and section 16 of this policy.

13.4. In accordance with the Education Act 2011, the academy 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.

13.5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

13.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

13.7. The academy's Behaviour Policy will be followed at all times.

14. Procedures

14.1. Minor incidents are reported to the victim's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the SLT in writing of the incident and outcome.

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

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupil/students being interviewed, including electronic communication
- If a pupil/student is injured, members of staff take the pupil/student immediately to an academy first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

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

15. Sanctions

15.1. If the headteacher is satisfied that bullying did take place, the pupil/student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

15.2. The headteacher informs the pupil/student of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

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

15.4. The perpetrator is made to realise, by speaking once per week with their class teacher, that some pupil/students do not appreciate the distress they are causing, and that they should change their behaviour.

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

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

16. Support

16.1. If the pupil/student visits the academy pastoral support, the academy pastoral support informally checks whether the bullying has stopped.

16.2. For a month after the initial complaint of bullying, the class teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

16.3. The SLT holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the SLT and victim are confident the bullying has stopped.

16.4. If necessary, group dynamics are broken up by members of staff by assigning places in classes.

16.5. The victim is encouraged to tell a trusted adult in academy if bullying is repeated.

16.6. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-academy club or activity.

16.7. The academy, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

16.8. The academy realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlaying mental health or emotional wellbeing issues.

16.9. The academy will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

17. Follow-up support

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

17.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

17.3. If appropriate, follow-up correspondence is arranged with parents one month after the incident.

17.4. Pupil/students who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

17.5. Pupil/students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved

- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

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

17.7. In cases where the effects of bullying are so severe that the pupil/student cannot successfully reintegrate back into the academy, the Headteacher and DSL will look to transfer the pupil/student to another mainstream school.

17.8. Where a child has developed such complex needs that alternative provision is required, the pupil/student who has been the victim of bullying, their parents, the Headteacher and DSL will meet to discuss the use of alternative provision.

18. Bullying outside of the academy

18.1. The Headteacher has a specific statutory power to discipline pupil/students for poor behaviour outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupil/students' conduct when they are not on academy premises, and therefore, not under the lawful charge of a academy staff member.

18.2. Teachers have the power to discipline pupil/students for misbehaving outside of the academy premises. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on school or public transport, outside the local shops, or in a town or village centre.

18.3. Where bullying outside the academy is reported to academy staff, it is investigated and acted on.

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

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

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

19. Monitoring and review

19.1. This policy is reviewed every 3 years by the Trust.

Appendix 1: Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details		
Name of person reporting incident:		
Name of pupil/student(s) being bullied:		
Gender:		
Year group:		
Form group:		
How may we contact you (please circle)?		
At academy		**At home**
Home address:		
Email:		
Telephone:		

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?

Appendix 2: Anti-Bullying Code

Hopton C.E. Primary Academy's Anti-Bullying Code

If you see someone being bullied:

- **Don't rush over and take the bully on.**
- **Do let a teacher or other staff member know.**
- **Do try to be a friend to the person being bullied.**
- **Don't be made to join in.**
- **Do try to help the bully stop bullying.**

If you are victim of bullying:

- **Tell a teacher or another adult at the academy.**
- **Tell your family.**
- **Take a friend with you if you are scared to tell someone yourself.**
- **Keep telling people, until someone listens.**
- **Don't blame yourself for what has happened.**