



CHRIST CHURCH

Church of England Secondary Academy

Anti-Bullying Policy

Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

Purpose of this policy

To ensure all students, teachers and parents know that bullying will not be tolerated. To provide clarity and agreement about what is and is not bullying. To outline the rights and responsibilities of all students regarding bullying and ensure that all students, parents, and staff know what preventative steps the school takes and how these are implemented. Furthermore, this policy aims to ensure all students, staff and parents know the procedure to follow when bullying occurs.

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1. Bullying Definitions

At Christ Church Secondary Academy (CCSA) we are aligned with the definition of bullying described in the government guidance "Preventing and Tackling Bullying (2017)"¹:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

In addition to the above, we believe that bullying cases involve an imbalance of power which makes it difficult for individuals who are being bullied to defend themselves.

We acknowledge that bullying behaviour can take place on both an individual and a group level and we understand the importance of ensuring a whole school approach to building and maintaining a culture where pupils feel safe from bullying and are clear that bullying is not tolerated.

Categories of Bullying Concerns:

All potential bullying concerns which arise at school are considered individually and categorised by the Safeguarding Team. Effective categorisation of concerns will ensure the most suitable response is taken to individual incidents and that steps of escalation are clear if bullying behaviour was to become prolonged. Categorisation of concerns are based on the following definitions:

Concerns logged as Friendship Issues

Pastoral incidents in which there is no clear imbalance of power or targeting towards an individual or group. The severity of the concern is low, and it is unlikely that the concern will have resulted in physical or emotional harm of any sort.

When a concern raised is categorised as 'Friendship Issues' this is an opportunity for early intervention to be implemented to prevent any future escalation to a bullying concern.

Concerns logged as Bullying

Pastoral incidents in which there is a clear imbalance of power or targeting towards an individual or group and the behaviour demonstrated is intentionally harmful either physically or emotionally.

When a concern is categorised as 'Bullying' on a pastoral level the incident can be effectively resolved using pastoral interventions alone and involvement of external services is not necessary.

¹ Preventing and Tackling Bullying (2017), GOV.UK

Concerns logged as Cyberbullying

Cyberbullying is a broad umbrella term used to describe any incidents of bullying which take place online or through other technological means.

At CCSA, concerns are only categorised as cyberbullying where these can be resolved using pastoral interventions. As a result, in instances where cyberbullying occurs alongside child protection concerns such as sexting and upskirting these concerns will be categorised differently as external agencies are likely to be involved in the response taken by school.

Concerns logged as Bullying/Child on Child abuse

Child Protection incidents in which there is a clear imbalance of power or targeting towards an individual or group and the behaviour demonstrated is intentionally harmful either physically or emotionally. This category of concern relates to an isolated incident where there are no historic concerns logged relating to the same pupils.

When a concern is categorised as 'Bullying/Child on Child abuse' on a Child Protection level, the incident is severe in nature and cannot be effectively resolved using pastoral interventions alone. Involvement of external services is necessary to effectively resolve this concern. This may be through involvement of Police, CAMHS (FTB), CASS or any other external services for either the perpetrator(s), Victim(s) or both.

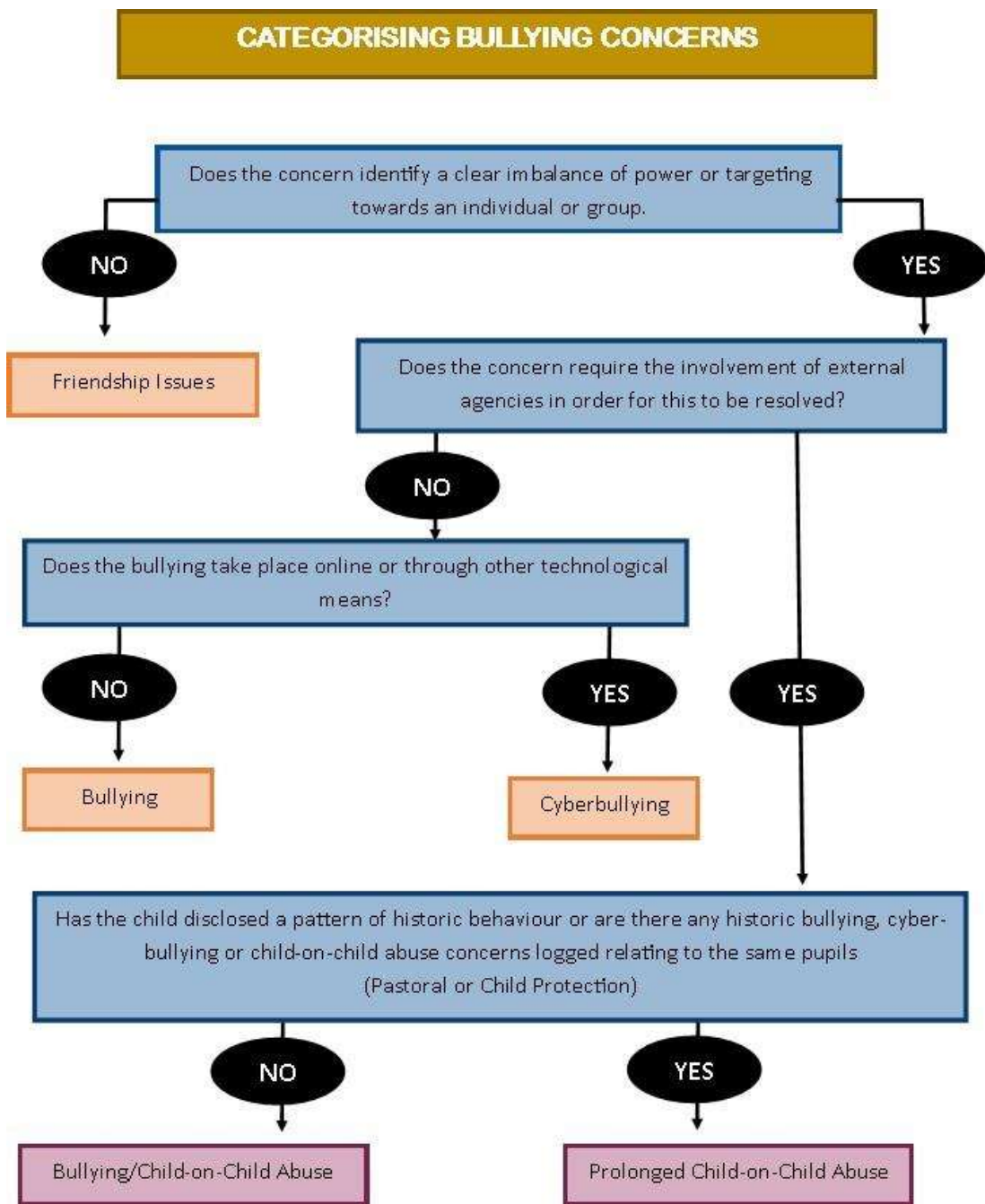
Concerns logged as Prolonged Child on Child abuse

Child Protection incidents in which there is a clear imbalance of power or targeting towards an individual or group and the behaviour demonstrated is intentionally harmful either physically or emotionally. This category of concern is to be used where there are historic concerns logged relating to the same pupils identifying a prolonged pattern of behaviour. This may be historic concerns which are logged by school or a disclosure of historic incidents alongside the ongoing bullying behaviour.

When a bullying concern is categorised as 'Prolonged Child on Child abuse' on a Child Protection level, the incident is severe in nature and cannot be effectively resolved using pastoral interventions alone.

Involvement of external services is necessary to effectively resolve this concern. This may be through involvement of Police, CAMHS (FTB), CASS or any other external services for either the perpetrator(s), Victim(s) or both.

Categorisation Flowchart



2. Understanding bullying behaviour

We are consistently aiming to align our practice with the most up to date guidance on managing bullying concerns. A foundation of our practice is understanding bullying as a group behaviour. We monitor what role pupils play in bullying behaviour whether this is direct or indirect. This allows for holistic consideration of responses and moves away from the traditional view of there being a “bully” and a “victim” which is an outdated model.

Pupils are supported to understand bullying as a group behaviour through delivery of our Personal Development curriculum and targeted small group or 1-1 pastoral intervention sessions. Staff are supported to understand bullying behaviour through training in both safeguarding and behaviour.

As well as understanding the behaviour we promote understanding of why people bully. We acknowledge that anyone is capable of displaying bullying behaviours and seek to support any child who is participating in bullying behaviour. Research shows that children who bully may have difficulties with self-esteem and children who bully others are just as likely to have poor wellbeing as those who are being bullied². As a result, policy acknowledges that tailored support must be provided to all pupils involved in bullying behaviour irrespective of their role.

3. Bullying and keeping children safe

At CCSA we understand bullying to be both a safeguarding and behavioural concern. As such our Anti-Bullying policy relates to both our Safeguarding and Behaviour policies to ensure a consistent approach to responding to bullying is adopted across the school.

Staff members at CCSA understand their responsibility to report any potential bullying concern in line with our safeguarding procedures. Where there is a risk of immediate harm staff members should alert the pastoral team through email and Arbor with details of the concern including specifics which can support any immediate intervention.

Staff members should also use CPOMS to report any concerns relating to bullying to the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL's). These concerns are then categorised by the Safeguarding Team and appropriate responses are coordinated. If parents are concerned about bullying, they are also encouraged to contact their child's Head of Year.

The majority of concerns will be managed with pastoral intervention and appropriate behavioural sanctions however in extreme cases, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern in line with the Children Act 1989. This may involve liaison with Children's Advice and Support Services (CASS) to obtain advice on the best course of action to support all children involved.

² The Annual Bullying Survey 2020 – Ditch the Label ³
Equality act 2010: Advice for Schools, GOV.UK.

4. Bullying and discrimination

Bullying behaviours often target specific characteristics which an individual has. Nine characteristics are known as “Protected Characteristics” under the Equality Act (2010). Although the relationship between one pupil and another is not within the scope of the Act, the departmental advice on applying the equality act in schools (2014) emphasises that “schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly”³.

At CCSA we put in place protective measures to limit incidents of discrimination on the grounds of specific protected characteristics; disability, race, religious belief, gender, and sexuality. CCSA emphasises that where bullying behaviour targets a protected characteristic it is important to consider completing one-to-one or small group sessions focusing on topics where we feel a lack of understanding may play a part in the bullying behaviour.

Where bullying and discrimination co-occur the type of discrimination which has been demonstrated is recorded and logged by the safeguarding team using CPOMS to allow for any patterns and trends to be made apparent over time.

When tackling incidents of discrimination which constitute bullying, we may decide to seek advice from external agencies on the most appropriate ways to respond to the incident(s). This may include (but is not limited to) seeking advice from Children’s Advice and Support Services (CASS), our School Link Officer (SLO) and our Early Help Locality Leads.

5. Groups at Risk of Bullying: Special Educational Needs and Disabilities (SEND) and Bullying

A child or young person has special education needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. The SEND Code of Practice: 0 to 25 Years is the relevant statutory guidance which sets out how developing a graduated response to the varying levels of SEN among children and young people should be implemented as best practice. For more information on our school approach to supporting children with SEND please refer to our SEND Information Report³.

At CCSA we are aware that children with SEND are significantly more likely to be the target of bullying behaviour as well as slightly more likely to demonstrate bullying behaviour towards others. Research from the Anti-Bullying Alliance shows that 36% of pupils with SEND experience frequent bullying compared to 25% of those without SEND⁴.

We understand the statutory responsibility for the Local Authority to identify within the SEND Local Offer ways of supporting the emotional mental and social development of disabled children and young people and those with SEN⁶. Birmingham’s Local Wellbeing Services can be found [here](#).

If a child with SEND is experiencing or partaking in bullying, we will liaise with other professionals involved in supporting the child both internally and externally. We will aim to put in place additional support within the resolution process such as extra pastoral support arrangements involving trusted adults. Staff leading on resolving the concern will consider whether the resources used to represent

³ SEND Information Report 2022-23

⁴ A Summary of Findings from the Independent Evaluation of the All Together Programme 2017 – 2021. ⁶ SEN Code of Practice June 2014 s4.32

pupil voice and to gather factual information surrounding the incident may need to be differentiated to ensure they can be fully accessed by the child.

A range of specific resources which are accessible for the young person with SEND are available and staff are encouraged to complete these in collaboration with the pupil where appropriate rather than asking for this to be completed independently. Staff leading on the concern will work closely with the SENDCO and other key staff to the approach to resolution is in line with other relevant plans and/or the child's statement of needs.

Looked After Children and Bullying

Looked After Children are particularly vulnerable to bullying, especially in secondary school⁵. The vulnerability of these children is compounded by contextual factors such as starting at new schools and living away from home. There is also strong evidence to suggest that the correlation between looked after children and bullying increases with age which makes Looked After Children of secondary school age some of the most vulnerable to being involved in bullying⁶.

At CCSA we aim to build excellent pastoral relationships with all our Looked After Children and consistently aim to ensure they feel empowered to discuss their views, wishes and feelings in school.

All incidents of bullying involving Looked After Children will be managed in liaison with our Designated Teacher for Looked After Children. If there are any concerns that a Looked After Child may be particularly vulnerable to being the target of bullying, resilience programs aimed at developing confidence and empowering young people will be considered and discussed within the child's Personal Education Plan.

If a Looked After Child has been involved in an incident of bullying a member of the pastoral team will liaise with the child's Social Worker and share any relevant school records of the incident to inform any other relevant plans in place for the child.

If there are concerns about a Looked After Child being involved in Bullying, we will consider liaison with the Birmingham Virtual School to obtain advice on additional support which may be available to the child and how we can work in partnership to support the child.

Young Carers and Bullying

Young Carers provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances⁷. Young Carers are more likely to be bullied or harassed than their peers. At CCSA we encourage all staff to identify children who may be hidden young carers, so we are able to be aware of this vulnerability and make efforts to put support in place.

The Carers Trust identifies that being a young carer can have a significant impact on children's lives and identified that young carers often report feeling different or isolated from their peers. The vulnerability of Young Carers can often increase when their caring responsibilities result in the children missing out on social opportunities.

⁵ Literature Search: Bullying and Looked After Children (2018), Anti-Bullying Alliance

⁶ Characteristics of bullying victims in schools (2010), National Centre for Social Research

⁷ ADASS, ADCS and The Children's Society, (2012)

If a young carer has been involved in bullying, in addition to universal responses, additional interventions will be considered on an individual basis to support these children to feel less isolated from their peers and more integrated into the school community. Examples of these interventions include inviting the child to Breakfast Club to provide a social opportunity if the child cannot attend after school extra-curricular activities or providing the child with a peer mentor to broaden the child's social network within the school and encourage the child to feel included in our community.

6. Specific Types of Bullying: Cyberbullying

One of the most prevalent types of bullying is cyberbullying. Children's widespread access to technology makes 'virtual' bullying one of the most common forms of bullying which pupils experience. Cyber-bullying has unique challenges associated with it as it does not generally occur face to face. Cyberbullying can happen at all times of the day and there are additional complications due to anonymous accounts or "catfishing".

School staff have the right to confiscate an electronic device such as a mobile phone from a pupil and examine data or files⁸. If a staff member finds material that they do not suspect contains evidence in relation to any criminal offence, it may be appropriate to delete content (for example to prevent this being shared further with the intention of emotionally harming another pupil). School staff may retain some evidence of cyberbullying to be held with the record of the incident.

Where a child has experienced cyberbullying, additional support will be provided to the pupil as appropriate. This may include, but is not limited to, therapeutic support, signposting to support services and/or liaison with CAMHS (FTB). For additional services which may be considered to support the target of cyberbullying please see [Appendix 1.2](#)

In some extreme cases, cyberbullying may constitute a criminal offence. When the nature of a cyberbullying concern requires the involvement of the Police, all reasonable efforts will be made to ensure this is clearly communicated with a child's parents or carers without undue delay.

Racist or Faith Based Bullying

At CCSA we are proud to have a diverse school community with both pupils and staff from a wide range of ethnicities and religions. Over recent years there has been a recorded increase in contact from children to Childline about race and faith targeted bullying⁹ emphasising that this is a topic of concern among young people. We take all incidents of race and faith targeted bullying incredibly seriously and will take appropriate action to ensure children are safeguarded when these incidents occur.

At CCSA we work hard to maintain a culture in which incidents of offensive language or comments indicating prejudice against an individual based on their race or faith are openly challenged. Any reports of racist behaviour will be taken extremely seriously, and this includes activity on social media platforms.

When a pupil has taken part in race or faith targeted bullying, we will often consider completing one-to-one or small group sessions focusing on topics where we feel a lack of understanding may play a part in the bullying behaviour.

⁸ The Education Act (2011), Pt 2 Section 2, GOV.UK

⁹ Childline Annual Review (2019), NSPCC Learning.

Where a child has experienced race or faith-based bullying, additional support will be provided to the pupil as appropriate. This may include, but is not limited to, therapeutic support, signposting to support services and/or liaison with CAMHS (FTB). For additional services which may be considered to support the child please see [Appendix 1.3](#).

In serious cases we may be required to report racist incidents/faith targeted incidents as hate crimes to the police. When this is the case, all reasonable efforts will be made to ensure this is clearly communicated with a child's parents or carers without undue delay.

Homophobic, Biphobic and Transphobic (HBT) Bullying

Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT). HBT bullying remains a prevalent issue in schools nationally and we actively work to maintain a culture where all forms of discriminatory and derogatory language are openly challenged and understood to be unacceptable. This includes challenging verbal comments and harmful attitudes related to sexuality, sex and gender identity.

As a school we actively endeavour to encourage the celebration of difference and our character curriculum places an emphasis on respecting diversity and understanding of the significant impact which bullying, including HBT bullying, can have.

When a pupil has taken part in HBT bullying, we will often consider completing one-to-one or small group sessions using resources designed to educate children on the impact their words and actions may have on the target of bullying. The aim of this intervention is also to address any lack of understanding which may contribute to the bullying behaviour.

Where a child has experienced HBT bullying, additional support will be provided to the pupil as appropriate. This may include, but is not limited to, therapeutic support, signposting to support services and/or liaison with CAMHS (FTB). For additional services which may be considered to support the target of HBT bullying please see [Appendix 1.4](#).

In serious cases we may be required to report HBT bullying incidents as hate crimes to the police. When this is the case, all reasonable efforts will be made to ensure this is clearly communicated with a child's parents or carers without undue delay

Sexist and Sexual Bullying

Within this policy we refer to sexism as prejudice or discrimination based upon the idea that a person or a group of persons is inferior because of their sex, including maintaining and reinforcing sexist stereotypes, and perpetrated at the individual, institutional and structural levels. This definition has been adapted by the Anti-Bullying Alliance from the Council of Europe's definition¹⁰.

The use of sexist, misogynist language - which denigrates girls and femaleness - is commonplace in schools¹³. Sexist bullying of boys is often homophobic in nature with school staff frequently hearing

¹⁰ Recommendation CM/Rec (2019) of the Committee of Ministers to member States on preventing and combating sexism' (2019).

¹³ 'It's just everywhere': A study on sexism in schools – and how we tackle it (2017).

homophobic and sexist language¹¹. As a result, we at CCSA understand the importance of ensuring a consistent approach against all forms of sexism, sexist stereotypes, and homophobia is taken to maintain a whole school culture in which homophobic and sexist language is openly challenged.

Sexist bullying often co-occurs with incidents of sexual bullying. Sexual bullying is a broad area which includes (but is not limited to) sexual harassment, sexting, up-skirting and sexual violence. Concerns of this nature are incredibly serious and we will frequently liaise with external agencies to resolve these concerns in line with the guidance provided in Part 5 of Keeping Children Safe in Education (2022)¹² and our [Safeguarding and Child Protection Policy](#).

Where a child has experienced sexual or sexist bullying, additional support will be provided to the pupil as appropriate. This may include, but is not limited to, therapeutic support, signposting to support services and/or liaison with CAMHS (FTB). For additional services which may be considered to support the child please see [Appendix 2.5](#).

7. Responding to Bullying which occurs off school premises

We believe it is important that our pupils feel safe at all times and so take a responsibility for responding to incidents of bullying even when these occur outside of school. In line with the Education and Inspections Act 2006¹³ we have the right to respond to bullying which takes place outside of school using our school behaviour policy.

Where bullying outside school is reported to school staff, it will be thoroughly investigated, and these incidents are taken just as seriously as incidents which occur on the school premises. In some circumstances, the Headteacher may consider whether it is appropriate to notify the police of the action taken against a pupil when this is the case parental communication will take place to explain why this notification is necessary.

8. Reporting Bullying

At CCSA we have adapted the Anti-Bullying Alliance's 3-step approach to reporting and responding to bullying incidents as we believe it is incredibly important that our approach to dealing with all bullying is carefully planned, consistent, effective and reflective.

The immediate safety of all pupils involved in a bullying incident is the first thing a staff member should consider when it is brought to their attention. Staff are asked to alert DSLs and pastoral staff with details of any immediate risks to children's safety. There is also always a senior member of staff scheduled to be on-call for behaviour incidents throughout the day. This immediate measure should be used in circumstances where immediate action is required for example if a staff member is made aware that a physical bullying incident may occur at lunchtime.

If appropriate, Pastoral Teams may establish short term safety plan for break time, lunch time and the end of the day. This is a time limited plan to ensure the immediate safety of a child whilst school staff are working to resolve the incident and will vary depending on the individual presenting circumstances.

¹¹ Review of sexual abuse in schools and Colleges (2021) GOV.UK

¹² Keeping children safe in education (2022), GOV.UK

¹³ Education and Inspections Act (2006), Sec 90-91, Statute Law Database.

This will often be implemented in collaboration with a child's family and may include (but is not limited to):

- Being picked up by a parent/carer or other trusted adult
- Altering the start and finish times of the school day
- Providing the option of an alternative space to spend break and lunchtime
- Short-term changes to class seating plans
- Use of the DEN whilst the concern is 'Pending Investigation'

We feel strongly that it is incredibly important for a child to feel that their voice has been heard and that their concerns have been taken seriously when they raise a concern about bullying. Staff are encouraged to speak to the child/children targeted and ascertain details of any bullying incidents as well as the child's views, wishes and feelings surrounding the incident and how they would like it to be resolved. A pupil voice form and/or an incident form are often helpful tools used to ascertain this information, but staff should use discretion to decide where this is appropriate.

Staff are required to report bullying concerns to the safeguarding team through CPOMS. Once this has been reported the safeguarding team will liaise with the reporting staff member to ascertain all necessary details and coordinate appropriate actions in collaboration with relevant members of the Pastoral Leadership Team.

9. Responding to Bullying

Once a concern has been reported and the initial follow up has taken place, we feel strongly about ensuring that our response to the concern aims to preventing the bullying from re-occurring. To assist in this our Pastoral Team are asked to consider the roles which children have played in the model of bullying as a group behaviour. Staff will ensure clear steps put in place with the intention of resolving the concern and all reasonable efforts should be made to ensure these steps are agreed with the child who has been targeted and their parents.

Part of our response to bullying behaviour will include speaking to the child/children involved in the bullying behaviour and their parents. These discussions may take place together or separately depending on the individual circumstances. Any planned actions and responses should be clearly communicated to both the child and their parents. Responses to bullying incidents will vary depending on the nature of the concern but may include:

Resolution-Based Responses

The Anti-Bullying Alliance emphasises that the majority of young people prefer a restorative approach aimed at understanding the root cause of the bullying behaviour and repairing relationships as opposed to a sanction-based response¹⁴. When effectively implemented, resolution-based interventions can be highly effective in resolving bullying concerns and preventing re-occurrence of bullying. At CCSA, we will always consider the potential for resolution-based responses before considering sanction based approaches however in some serious incidents of bullying this step may be bypassed due to the nature of the concern.

Resolution-based interventions should allow the impact of bullying behaviour to be explored in a safe way, encouraging children to demonstrate their natural empathetic responses. The goal of the

¹⁴ Change Starts With Us: A literature review about what works to prevent and respond to bullying face to face and online? – AntiBullying Alliance – Dr Peter Smith, Goldsmiths University (2019)

approach should be to reach resolution which is formally agreed by all children involved and prevents the likely recurrence of bullying.

A range of resolution-based interventions are used at CCSA, in response to bullying concerns. Examples of resolution-based interventions which take place include (but are not limited to):

Triangulation Discussions

Discussions with a child who has been partaking in bullying behaviour and a child who has been the target of bullying behaviour which is led by a staff member and guided towards a mutual resolution.

Small Group Resolutions

Discussions with a small group of children who have been directly or indirectly involved in bullying as a group behaviour. The discussion should be led by a member of staff who is able to direct the group discussion and aim to encourage the pupils to reflect on the behaviour empathetically.

Reflection Interventions

Structured Reflection Interventions developed by the pastoral care team may be used as alternative to a sanction in some cases. The workbook should be completed to a good standard and provided to the pupil with the expectation that this is completed at home and returned to school the following morning. If this is not completed to an acceptable standard this may lead to sanctions being issued.

Structured Conflict Resolution Sessions

In some circumstances, structured conflict resolution sessions take place. These sessions are led by an appropriate member of staff and are often considered an effective intervention when bullying has involved children with SEND needs as it provides an opportunity for behaviours to be discussed in a non-judgemental and reflective context.

If a resolution-based intervention has been attempted and a child demonstrates a lack of engagement in the process a member of staff has the right to implement sanctions as appropriate. If a resolution-based intervention is attempted this should be recorded by the member of staff irrespective of whether this has been successful or not. The written record of a restorative intervention should be logged on CPOMS.

Sanction-Based Responses

If Resolution-Based responses have been unsuccessful or if the staff member overseeing the concern does not consider them appropriate, sanctions may be issued in line with our Behaviour Policy. The level of consequence should be reasonable and proportionate and be included in behavioural escalation processes and documentation. Pastoral leaders are encouraged using their discretion to decide on appropriate responses on a case-by-case basis.

Where sanctions are issued as part of a resolution of bullying behaviour this should be clearly communicated with parents/carers in line with our school behaviour policy.

In some serious and/or persistent cases of bullying, it may be necessary to issue suspensions. The final decision to suspend or exclude a pupil can only be made by the Headteacher and the severity of this consequence is emphasised to the child and to their parent/carer.

In extreme cases bullying behaviour can lead to a pupil being issued with a Permanent Exclusion (PEX). This refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). In serious incidents of bullying, usually involving physical or sexual violence, a pupil may be issued a suspension or permanent exclusion as a first response due to the severity of the incident.¹⁵

Pastoral Interventions

Where bullying behaviour in specific areas demonstrates discrimination or intolerance, specific pastoral interventions will be considered to educate the child about the reason their behaviour and or words are impactful.

When children are involved in bullying, we also encourage all staff to signpost young people to support services. Therapeutic support is sometimes sought and if appropriate and school will liaise with appropriate mental health services to arrange direct support for pupils who have been impacted by bullying.

Working With Parent's and Carers

At CCSA we believe that working closely with parents and carers is of utmost importance. Bullying is one of the most difficult experiences a parent or carer can experience, and it is understood that effective responses from a school can have a significantly reduce the distress parents experience.

When bullying concerns arise, staff should make all reasonable efforts to consult with the target of bullying to ascertain their views on parental involvement. Pupils should always be made aware that the concerns which have been raised are going to be shared with their parent and be given the opportunity to share their views on the way in which this is shared and how involved they would like to be in the conversations.

School will make all reasonable efforts to ensure parents are fully informed of bullying concerns which arise and the steps which we are taking to support the target. Where necessary staff will direct parents to 'Kidscape Parents Line' and signpost to other relevant organisations to support parents whose children are experiencing bullying.

When working with parents of children who are involved in bullying behaviour, we understand that this can be an incredibly difficult thing for a parent to hear. To prevent further escalation of the behaviours it is essential that the school and the child's parents work together and present a united stance that the behaviours demonstrated are unacceptable. Where sanctions are issued for behaviours related to bullying these will be communicated with parents in line with our school behaviour policy.

10. Measuring and Monitoring progress

We understand the importance of constantly reflecting on processes and how they are implemented in practice. This policy will be updated annually. Pupil voice is incredibly important to us at CCSA and therefore pupil's views on bullying and the way in which it is managed will be ascertained regularly to monitor impact.

¹⁵ School suspensions and permanent exclusions (2022). GOV.UK.

Appendix 1 – Useful Links

1.1 Useful links and supporting organisations

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

1.2 Cyberbullying

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

1.3 Race, religion and nationality

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

1.4 LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what-we-do/our-work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

1.5 Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk •
 A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf •
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters •
- Anti-Bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
<http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual>
- Anti-Bullying Alliance: advice for school staff and professionals about developing effective AntiBullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
<http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>