

To aspire, endeavour and thrive together

Anti-Bullying Policy

Revision	Date	Description of Changes
Updated Policy	June 2024	This policy has been updated using the latest guidance.
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Approved by:	LGB	Date:
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Statement of intent

Glossopdale School and Sixth Form believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

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

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behaviour Policy, which is communicated to all students, school staff and parents.

All staff, parents and students work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy

- Relationships, Sex and Health Education (RSHE) Policy
- Suspension and Exclusion Policy
- Remote Education Policy

2. Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

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

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students from socioeconomically disadvantaged backgrounds.

Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) students.
- Students with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

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

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

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

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.

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

Ableist bullying: Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

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

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

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any students on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that students are taught how to keep themselves and others safe, including online.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

The Deputy Headteacher is responsible for:

- Overseeing the bullying allegation process once receiving an initial Bullying Report Form (see page 23) for any reported incidents. This involves sending out a process checklist to the appropriate Year Team and ensuring that this is followed and appropriate actions are taken.
- Checking that the Bullying Report Form (see page 23) is completed for any reported incidents includes which type of bullying has occurred, to allow for proper analysis of the data collected. In addition, checking that all incidents are recorded on a bullying tracker document with staged progressions as part of the process and checklist.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Ensuring that the anti-bullying message is regularly communicated to all staff, parents and students throughout the year. This includes a range of methods, including tutor time sessions and activities, assemblies, personal development sessions, anti-bullying ambassadors, student leadership roles and activities, displays and website information indicating how and where bullying can be reported and regular messages in the staff, parent and student bulletins.
- Developing a culture and ethos of kindness and respect for each other.
- Arranging regular and appropriate training for staff members.
- Liaising with the designated person in the Year Team who is leading on each bullying incident and checking/signing off actions.

Year Teams - Heads of Year and Year Managers are responsible for:

- Being available for students who wish to report bullying and encouraging a culture of open communication.
- Corresponding and meeting with parents, students, school colleagues and external agencies where necessary.
- Providing a single point of contact for students and parents when more serious bullying incidents occur. The Head of Year is the designated single point of contact and should coordinate the investigation, associated actions and support measures.
- Ensuring that the process checklist is followed, recording bullying incidents on the bullying form and updating the bullying tracker
- Ensuring that follow up support for students is completed. This includes a referral to counselling services and follow up check in meetings with the student.
- Reviewing and monitoring students who are most at risk of bullying on a regular basis. Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Regular, timely and documented communication with Parents/Carers and any other relevant professionals for every incident - designated single point of contact: Head of Year.

- Meeting and liaising with the Deputy Headteacher (Designated Safeguarding Lead) to review and sign off all actions.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for 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 informing the student's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of 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 student for support.

Parents are responsible for:

- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

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 students in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.
- Engage in all aspects of the schools anti-bullying guidance and education.

5. Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of students to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without

fully involving their teaching staff.

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.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school. The THRIVE values are communicated and developed widely through a variety of in-school activities that promote respect towards all members of the community.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Relationships, Sex and Health Education (RSHE) Policy.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Mental health and resilience.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Racism, discrimination and diversity.
- Crime, human rights and community cohesion.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference, and respect for others will be promoted and celebrated through various lessons.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for students to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Students deemed vulnerable will meet with their form tutor on a regular basis, where appropriate, to ensure any problems can be actioned quickly. Form tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new student joins the school, particularly when this happens in-year, the student's form tutor and the Designated Safeguarding Lead will implement a strategy to prevent bullying from happening – this will include **(See Appendix 1)**. Where a new student is deemed vulnerable, this strategy may involve further observation or intervention on the part of the Designated Safeguarding Lead .

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

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

7. Signs of bullying

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

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

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. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

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

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

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's form tutor, who will investigate the matter and monitor the situation.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying policy and practice.

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

Staff will always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless the student has given consent, or there is a safeguarding concern. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the Designated Safeguarding Lead immediately.

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

9. Child-on-child abuse

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

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PHSE/Personal Development lessons, in line with the **Prevention** section of this policy.

All staff will:

- Be aware that students of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or videos of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

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. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the Designated Safeguarding Lead deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that students may not be ready or know how to tell someone that they are being abused. Students being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s behaviour and child protection policies outline the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy, the school’s child protection policy and the behaviour policy.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls

- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

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

All members of staff will receive training on a regular basis on the signs of cyberbullying, in order to identify students who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '**Signs of bullying**' section of this policy; however, staff will be alert to the following signs that may indicate a student is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend training sessions and receive regular guidance on online safety in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to their child's year team if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of students staying safe online and explaining how filtering and monitoring procedures work.

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

- **Possible extensive scale and scope** – students may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – students may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and students may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and students will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Students will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or student, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. When the person who posted it is known to the school, the headteacher will request they remove it directly.

The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

11. Procedures

Incidents will be reported to the victim's Year Manager or Form Tutor, who will alert the Head of Year and Deputy Headteacher. The Head of Year will then investigate the incident, set appropriate sanctions for the perpetrator, and inform relevant staff, parents and students of the incident and outcome, using the school's bullying procedure.

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

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the school 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 perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The Head of Year will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim

- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All students involved are informed that they must not discuss the interview with other students

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

12. Sanctions

If the investigating team is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Head of Year will inform the perpetrator of the type of sanction to be used in this instance, e.g. detention and future, potentially escalated sanctions if the bullying continues. **See Appendix 2 for graduated response - Stages**

If possible, the Head of Year will attempt reconciliation and will obtain an apology from the perpetrator. 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 will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator. **See Appendix 2.**

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

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising students for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The head of year informally monitors the students involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

13. Support

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

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Designated person from the Year Team to liaise with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Deputy Headteacher and Heads of Year will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the Designated Safeguarding Lead, will work with the victim to build resilience, e.g. by offering emotional therapy interventions.

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

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents after the incident.

Students who have been bullied will be offered continuous support. The Designated Safeguarding Lead /Head of Year will hold a review, on a regular basis, to check whether the bullying has stopped – these meetings will continue to take place until the head of year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Students who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions **See Appendix 2.**
- 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/carers

Students who have been bullied will be assessed on a case-by-case basis and the Designated Safeguarding Lead will, if necessary, refer the victim of bullying to CAMHS or other mental health support.

In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the headteacher and Designated Safeguarding Lead will look to transfer the student to another mainstream school with the consent and involvement of the student's parents.

Where a student who has been the victim of bullying has developed such complex needs that alternative provision is required, the student, their parents, the headteacher and Designated Safeguarding Lead will meet to discuss the use of alternative provision.

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and Behaviour Policy.

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

Teachers have the power to sanction students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

16. Record keeping

The Designated Safeguarding Lead will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. This will be done using a process checklist and bullying tracker, as well as more detailed records on CPOMS.

The Headteacher and Designated Safeguarding Lead will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain students that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17. Monitoring and review

This policy is reviewed every two years by the headteacher and the Designated Safeguarding Lead . Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is July 2027.

In Year Admissions Procedure

1. Initial contact

- a. Parent request for admission – must complete DCC admissions form on their website DCC School Admissions
- b. All queries directed to Deputy Headteacher . It is important that we are clear that we are oversubscribed in certain Year Groups
- c. Admissions for Year Groups at capacity are refused through CKL, who will advise relevant Year Group Team and provide brief detail of reason for admission request (from SAM if available)
- d. All parents must go through the appeals process (for Year Groups at capacity) unless LAC or have an EHCP

2. Appeals

- a. Appeals are informed by DCC, Deputy Headteacher to attend where possible
- b. Appeals document maintained by CKL, major information and preamble provided by Deputy Headteacher
- c. CKL requests data from old school (GS Transfer Form)
 - i. KS2 data
 - ii. Assessment data
 - iii. Attendance
 - iv. Behaviour
 - v. CP concerns and any External Agency involvement
 - vi. Exam boards/course detail
- d. Successful appeals informed by DCC
- e. Possibly informed regarding managed move via Deputy Headteacher - JCN

3. After a successful appeal, or admission to a Year Group that has capacity, CKL will inform the Year Team for them to arrange an admission meeting and a student tour. Parents will be asked to fill in the online Admission form by CKL.

4. Year Team conduct the initial parent and student tour and interview. Checklist completed for the following. Appendix A

- a. Family background – why the move?
- b. Social background – any students here known by them?
- c. Academic background – how did they do at primary, language(s) studied so far? Technology subjects studied so far? Likes/dislikes? If Y9+ what options studying, exam boards and components that have been taken/completed so far? Any SEN needs? (if so need to inform Senco and ask to arrange specific meeting to discuss, either pre or post start date)
- d. Explain school ethos and values – inclusive, high expectations, THRIVE, broad deep curriculum, behaviour, attendance.
- e. Share parent info pack
 - i. Admission form - advise this should be completed electronically CKL will send a link.
 - ii. Cashless catering system information.
 - iii. Details of the MCAS (username and password to be shared on first day)
 - iv. Parent Handbook
- f. Talk through school day, uniform, transport, equipment standards – tie from school £4.65, blazer from Bulldog fashions
- g. Family needs to wait for a phone call to determine the start date (admissions form must be received, and the process below needs to be completed).

- 5. CKL shares data with Designated Safeguarding Lead (Deputy Headteacher) SLT link, Year Team, and FTLs.**
 - a. Year Team determines Tutor group after consultation with Deputy Headteacher , FTLs, Tutors and advise CKL
 - b. FTLs provide details of set choice to CKL and share information with class teachers.
 - c. ABN to arrange catch up for gaps in CATs and reading age

- 6. The Year Team agrees on the start date.**
 - a. YM shares with family (phone call)
 - b. CKL informs staff via email (timetable)
 - c. IT Support to organise log on including GoogleClassroom/Bromcom student portal and pass details to YM
 - d. Comm's team to organise Parent Pay account and letter and email parents

- 7. YM meets and greets in reception on the first day, spends form time with new student.**
 - a. Timetable, planner, equipment check
 - b. Individual photograph for our school records to be added to Bromcom
 - c. Biometric thumbprint taken
 - d. PC log on details for Google Classroom
 - e. Routines
 - i. Basics – uniform, attendance, punctuality
 - ii. Values – THRIVE permeate everything
 - iii. Assembly – line up boy/girl
 - iv. Tutorials –PREPARE check and project work
 - v. Lessons – lining up, equipment out, HW via apps
 - vi. Break/lunch arrangements
 - f. Meet tutor and teachers
 - g. Buddy arrangement for first fortnight – tutor to ensure someone in all classes

- 8. YM meets with new starter at the end of first week to review induction and address any concerns. Parent/carers maybe invited if appropriate**

- 9. YM meets with new starter at the end of first month in Tutor Time to review induction and address any concerns. Parent/carers maybe invited if appropriate**

Name of Student _____

Year _____

First meeting parent/carer and child with Year Leader or Key Stage Leader	Y	Notes
Family background – why the move?		
Social background – any students here known by them?		
Academic background – how did they do at primary, language(s) studied so far? Technology subjects studied so far? Likes/dislikes? If Y9+ what options studying, exam boards and components that have been taken/completed so far? Any SEN needs? (if so need to inform Senco and ask her to arrange specific meeting to discuss, either pre or post start date)		
Explain school ethos and values – inclusive, high expectations, THRIVE, broad deep curriculum, behaviour, attendance.		
Share parent info pack		
Admissions form – advise this is completed electronically, the admissions team will send a link.		
Cashless catering system information.		
Details of MCAS App (username and password to be shared on first day)		
Parent Handbook		
Talk through school day, uniform, transport, equipment standards – tie from school £4.65, blazer from Bulldog fashions		
Family needs to wait for a phone call to determine the start date (admissions form must be received, and the process below needs to be completed).		

On admission with Year manager		
a. Timetable, planner, equipment check		
b. Individual photograph for our school records		
c. Biometric fingerprint taken		
d. PC log on details		
e. Finance informed about parent Pay		
f. ParentPay letter with user name and password		

g. MCAS App information		
h. Photo taken and put on Bromcom		
i. Routines		
i. Basics – uniform, attendance, punctuality		
ii. Values – THRIVE permeate everything		
iii. Assembly – line up/seating plan		
iv. Tutor Time - timetable/routines		
v. Lessons – lining up, equipment out, HW via MCAS/Google Classroom		
vi. Break/lunch arrangements		
j. Meet tutor and teachers		
k. Buddy arrangement for first fortnight – tutor to ensure someone in all classes		

Appendix 2 Staged Approach to sanctions

Support Stage	Action
Stage 1: Informal Warning	<p>Member of staff issues warning & reports concern via school system - CPOMS</p> <p>Year Team issues informal warning to the student and informs parents/carers. Head of Year and Deputy Headteacher notified (Google Form). Head of Year oversees process (checklist) but all actions need to be signed off by Deputy Headteacher</p> <p>Student is clear a warning has been recorded for unpleasant behaviour</p> <p>Detention issued and some social time is removed; recorded on Bromcom</p> <p>Restorative work (where appropriate)</p> <p>Victim referred to counselling for support</p> <p>S1 letter sent home</p>
Stage 1: 1st Formal Warning	<p>Member of staff issues warning & reports concern via school system- CPOMS</p> <p>Year Team issues 1st formal warning to the student and has a meeting in school with parents/carers. Head of Year and Deputy Headteacher notified (Google Form). Head of Year oversees the process (checklist) and all actions need to be signed off by Deputy Headteacher</p> <p>Serious Sanction is issued - SLT detention and some social time is removed</p> <p>Restorative work (where appropriate)</p> <p>Check victim referred for Counselling for support</p> <p>S2 letter sent home</p>
Stage 3: 2nd formal Warning	<p>Member of staff issues warning & reports concern via school system - CPOMS</p> <p>SLT link teacher (AHT) issues 2nd formal warning to the student and has a meeting in school with parents/carers. Head of Year and Deputy Headteacher notified (Google Form). Head of Year oversees the process (checklist) but all actions need to be signed off by Deputy Headteacher .</p> <p>Internal suspension is issued and social time is removed for fixed period of time</p> <p>Check support for perpetrator is in place – Anti-bullying Pack/intervention</p> <p>Restorative work (where appropriate)</p> <p>Check victim referred for Counselling for support</p> <p>S3 letter sent home</p>
Stage 4: 3rd formal Warning	<p>Member of staff issues warning & reports concern via school system- CPOMS</p> <p>Deputy Headteacher issues 2nd formal warning to the student and has a meeting in school with parents/carers. Head of Year and Deputy Headteacher notified (Google Form). Head of</p>

	<p>Year oversees the process (checklist) but all actions need to be signed off by Deputy Headteacher .</p> <p>Fixed Term suspension is issued and social time is removed indefinitely</p> <p>The student may also be considered for onsite alternative provision or offsite direction. Specific targeted intervention for perpetrator</p> <p>Restorative work (where appropriate)</p> <p>Check victim referred for Counselling for support</p> <p>S4 letter sent home</p>
<p>5 Stage 1 – Final Warning</p>	<p>Member of staff issues warning & reports concern via school system- CPOMS</p> <p>The Headteacher issues a final warning. Head of Year and Deputy Headteacher notified (Google Form). Head of Year oversees process (checklist) but all actions need to be signed off signed off by Deputy Headteacher</p> <p>Parent/Carer meeting (governor if available)</p> <p>Potential permanent exclusion, up to 5 days Fixed term suspension and/or Alternative Provision.</p> <p>Longer term placement off site and/or potential managed move discussed</p> <p>Review targeted interventions to date and referral to ISAS (DCC)</p> <p>Restorative work (where appropriate)</p> <p>Check victim referred for Counselling for support</p> <p>S5 letter sent home</p>

Appendix 3 Bullying report form

Bullying report form

This form will be sent to the Head of Year and Deputy Headteacher upon completion.

Personal details	
Name of person reporting incident	
Name of student being bullied	
Year group	
Form group	
How may we contact you? (please circle)	
At school	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 4 - Formal Stage letters



Glossopdale
School & Sixth Form

Newshaw Lane,
Hadfield,
Glossop,
SK13 2DA.

Tel: 01457 862336
Email: info@glossopdale.school
Web: www.glossopdale.school

Dear Parent/Carer

Re: Stage 1 Bullying Behaviour - Informal Warning

I am writing to you regarding a matter involving your child, [Student Name]. It is with regret that I must inform you that an informal warning has been issued concerning [Student Name] behaviour towards other students.

On [insert date], [Student Name] engaged in bullying behaviour towards a specific peer. As I'm sure you are aware, we uphold a zero-tolerance policy towards any form of bullying. Such behaviour not only undermines the well-being and safety of our students but also contradicts the values of respect and kindness that we strive to instil in our school community.

I would also like to bring to your attention the guidance provided by Keeping Children Safe in Education Guidance concerning child-on-child abuse, which includes all forms of bullying. It is imperative that all students understand the serious consequences of their actions and the impact they have on others. Our school is committed to creating a safe and inclusive environment for all students, and any form of bullying will not be tolerated under any circumstances.

As parents, your support is crucial in ensuring that your child understands the gravity of their actions and takes steps to improve their conduct towards others. We kindly request your assistance in addressing this matter with your child and reinforcing the importance of treating their peers with kindness, empathy, and respect.

Please be aware that any further incidents of a similar nature will result in a formal bullying incident being recorded against [Student Name]. Additionally, continued behaviour of this nature may lead to further sanctions, including temporary or even permanent loss of their place at our school. It is our sincere hope that with your support and guidance, we can work together to prevent any recurrence of such behaviour.

I urge you to discuss this matter with your child and to contact me if you have any concerns or questions regarding this issue. Together, we can ensure that all students feel safe and supported within our school community.

Thank you for your attention to this matter.
Kind regards,

Mr P Stirling
Deputy Headteacher , Inclusion : Culture & Inclusion Provision



**To Aspire, Endeavour and Thrive
Together**



Glossopdale
School & Sixth Form

Newshaw Lane,
Hadfield,
Glossop,
SK13 2DA.

Tel: 01457 862336
Email: info@glossopdale.school
Web: www.glossopdale.school

Date:

Dear Parent/Carer,

Re: Stage 2 Bullying Behaviour - First Formal Warning

I am writing to inform you that your child, (student name), has been issued a **first formal warning** following their involvement in bullying behaviour.

On (date), (student name) engaged in unacceptable behaviour towards another student, which has been reported by a member of staff. After reviewing the incident, we have issued a formal warning and implemented a serious sanction. In addition, (student name) will lose their social time for a designated period, and restorative work will be carried out to help them understand the consequences of their actions.

As part of the school's ongoing commitment to preventing bullying, I would like to invite you to a meeting in school to discuss this matter further and to work together to address this behaviour. Your involvement is crucial in ensuring that (student name) recognises the impact of their actions and takes the necessary steps to change their behaviour.

Please note that any further incidents of this nature may result in more severe consequences, including internal suspension or further social time restrictions.

I appreciate your support in this matter and encourage you to speak with your child about the importance of treating their peers with kindness and respect. If you have any questions or require further information, please do not hesitate to contact a member of the year team..

Thank you for your attention to this matter.

Kind regards,

Mr P Stirling
Deputy Headteacher – Inclusion: Culture & Inclusion Provision



**To Aspire, Endeavour and Thrive
Together**



Date:

Dear Parent/Carer,

Re: Stage 3 Bullying Behaviour - Second Formal Warning

I am writing to inform you that your child, [Student Name], has reached **Stage 3** of our bullying policy due to continued involvement in bullying behaviour. This is their **second formal warning**.

On [insert date], [Student Name] was involved in a further incident of bullying, which has been recorded by a member of staff. As a result, we have issued an internal suspension and removed their social time for a fixed period of time. We have also provided additional support through our anti-bullying pack and intervention work to help address the behaviour.

A meeting with you and your child will be arranged to discuss this matter and to ensure that the appropriate support is in place. It is vital that [Student Name] understands the seriousness of this situation and works towards improving their behaviour.

Please be aware that further incidents may result in more severe sanctions, including a fixed-term suspension or the possibility of alternative provision.

I urge you to discuss this with your child and support them in making positive changes. If you have any questions or require further information, please do not hesitate to contact a member of the year team.

Thank you for your attention to this matter.

Kind regards,

Mr P Stirling
Deputy Headteacher – Inclusion : Culture & Inclusion Provision



Date:

Dear Parent/Carer,

Re: Stage 4 Bullying Behaviour - Third Formal Warning

I regret to inform you that your child, [Student Name], has now reached **Stage 4** of our bullying policy and has been issued a **third formal warning**.

On [insert date], [Student Name] was involved in a further incident of bullying behaviour, which has been reported by a member of staff. As a consequence, a fixed-term suspension has been issued, and [Student Name] will no longer be allowed social time indefinitely. We are also considering additional measures, such as onsite alternative provision or offsite direction, depending on the severity of future incidents.

As always, restorative work will be conducted to help [Student Name] understand the impact of their actions and work towards positive change. We will arrange a meeting with you to discuss the next steps and any additional support that may be required.

This is a critical stage in our disciplinary process, and any further breaches could result in permanent exclusion or alternative long-term provision.

I strongly encourage you to speak with your child and provide support in addressing this issue. Please contact a member of the year team at your earliest convenience to discuss how we can work together to prevent further incidents.

Thank you for your attention to this matter.

Kind regards,

Mr P Stirling
Deputy Headteacher – Inclusion : Culture & Inclusion Provision



**To Aspire, Endeavour and Thrive
Together**



Date:

Dear Parent/Carer,

Re: Stage 5 Bullying Behaviour - Final Formal Warning

I am writing to inform you that your child, [Student Name], has now reached **Stage 5** of our bullying policy and has been issued a **final formal warning**.

This stage has been reached following a further incident of bullying on [insert date], which has been reported by a member of staff. The headteacher has now become directly involved in the matter and has issued this final warning. A meeting will be scheduled with you, the headteacher, and a governor (if available) to discuss the potential next steps.

Please be aware that continued behaviour of this nature could result in permanent exclusion or a managed move to another school. We are also considering alternative off site provision as a longer-term solution, depending on the outcome of any further incidents. Restorative work will continue to be part of the process to support [Student Name] in understanding the consequences of their actions.

This is a very serious matter, and it is crucial that we work together to help [Student Name] make positive changes moving forward. I encourage you to have an open discussion with your child and to attend the upcoming meeting.

If you have any questions or require further information, please do not hesitate to contact a member of the year team.

Thank you for your attention to this matter.

Kind regards,

Mr P Stirling
Deputy Headteacher – Inclusion : Culture & Inclusion Provision



**To Aspire, Endeavour and Thrive
Together**