CROSFIELDS SCHOOL

Policy/Procedure Name:	**Anti Bullying Policy**
Policy Owner:	Senior Deputy Head
Approved by:	Head
Approval Date:	January 2026
Date of next Review:	December 2026
Ratified by Board of Governors 26 January 2026	

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Contents

References/Websites:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following (a longer list can be found in Appendix 1)

- Behaviour & Disciplinary Procedures Policy
- Safeguarding & Child Protection Policy
- Equal Opportunities Policy
- Online Safety
- PSHE Policy & Curriculum
- Keeping Children Safe in Education 2025

1. Aims and Objectives

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

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 pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

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

Statutory implications

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 pupils to be breached by failing to take bullying seriously. The Head will ensure that this policy complies with the HRA; the Head 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.

2. Definition

For the purpose of this policy, "bullying" is defined by the NSPCC as "intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. [...] It's usually repeated over a long period of time and can hurt a child both physically and emotionally." (NSPCC, 2025)

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

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

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

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

There are four main forms of bullying (a more detailed list can be found in appendix 2) including cyberbullying and child-on-child abuse. These are:

- **Verbal**
  For example, name calling, teasing, "banter", insulting, writing notes, sending electronic messages, making threats or abuse of any kind.

- **Physical**
  For example, hitting, kicking, spitting, unwanted physical contact, removing belongings, damaging property
  Intimidating behaviour including pushing, barging, queue jumping.

- **Emotional**
  For example, ostracising, tormenting, causing embarrassment, spreading rumours, gesturing.

- **Online (Cyber-Bullying)**
  Online bullying is all areas of internet/wifi misuse. This includes use of any device for instant messaging, e-mail, chat rooms or social networking sites such as Snapchat, Instagram, WhatsApp, Facebook and X (formerly Twitter) to harass, threaten or intimidate someone. A more detailed description of cyber bullying can be found in appendix 2.

Bullying can occur between students or between members of staff and may also be carried out by students towards staff or vice versa.

Encouraging other people to engage in bullying behaviour is also bullying.

Whilst bullying behaviour is repeated over time, the school is aware that single incidents may be part of a pattern that does not immediately reveal itself. As such, the School uses CPOMS to log single incidents and then uses the sanctions process to respond accordingly. As a result, the School can quickly spot patterns of behaviour that may well constitute bullying.

Staff and pupils 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 the DSL or the Head for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

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

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

3. What is not bullying?

It is important to realise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the community. It can be harmful to use the term 'bully' particularly if the evidence of bullying is inconclusive.

The following is a non-exhaustive list of behaviours which are not, in isolation, bullying behaviours and will therefore be recorded as 'Stage 0' incidents:
- Not liking someone or not being liked by someone
- Being excluded from play or activities where there is no intention to humiliate or emotionally harm the person being excluded
- Accidentally bumping into someone
- Assertiveness
- A single act of telling a joke about someone although the difference between having a sense of humour and making fun of someone is very fine and people can misjudge this use of humour with negative consequences
- Arguments. Arguments are heated disagreements between two (or more) people (or groups). Conflict is a natural part of human behaviour. Peaceful resolution of conflict is a healthy and essential part of community, of society and of a world where there are differences
- Expression of negative thoughts or feelings regarding others. This is to be discouraged but does not constitute bullying per se, unless it is done repeatedly and encourages others to follow suit.
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness are not necessarily bullying. They can become so if repeated over time. Whilst these isolated acts might not constitute bullying on their own, they should be dealt with by following the disciplinary procedure below, depending on the seriousness of the act.

4. Signs of bullying

The community will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- 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. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

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

- 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 pupil's form tutor, who will investigate the matter and monitor the situation.

"Worry" boxes are placed around the school and pupils from Year 3 to Year 11 have access to the online "worry button" which enables them to report concerns directly to the DSL (Seniors) and DDSL (Juniors). When receiving a 'worry', Team Pastoral will respond with support for the pupil of concern and should they see fit, follow up with any disciplinary action following the procedures laid out below and in the Behaviour Policy and Rewards and Sanction Policy.

5. Prevention of bullying

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.

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.

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

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

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

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

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

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

Pupils deemed vulnerable, as defined in section two, 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 pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's form tutor and the DSL will implement a strategy to prevent bullying from happening – this will include the school's buddy and mentor system. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.
The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

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.

6. School Procedure for Dealing with Bullying

Pupil procedure
Crosfields pupils use a system called **TAG** designed by the School's student council:

What to do if I feel I am being bullied?   Do not blame yourself. Do not put up with it. Use **TAG**.   **T** – **Tell** the person how their actions make you feel   **A** – **Ask** them to stop   **G** – **Get help** from an adult if it doesn't stop
Who can I talk to?   Any adult you trust: any teacher, TA, the school Nurse or a parent. They will listen and help.
What if I see someone else being bullied?   Do not get involved in the bullying   Do not ignore it   Tell an adult you trust.

School procedure

The school will always respond to any allegations or suspicion of bullying. There is a staged approach to deal with incidents of bullying. Depending on the seriousness of the bullying, the incident will be dealt at the appropriate level.

Stage 1
In the first instance, the school will try to bring the situation out into the open and attempt to understand both the bullying incident and its context. This is usually dealt with by tutors and pastoral leaders with the focus on understanding what has transpired and why it has been reported as bullying. Where appropriate a restorative approach is used. This involves the victim explaining to the perpetrator (either directly or through a third party) how s/he feels and the impact of the actions.

Stage 2
If the bullying does not stop or is sufficiently developed, the school will expect the perpetrator(s) to sign a record of what has transpired and an intent to stop such behaviour. Parents will normally be informed and a sanction is likely. The Senior Deputy Head/ Head of Juniors is usually actively involved at this stage.

Stage 3
Should they not adhere to this formal undertaking, the school reserves the right to punish this offence through its staged disciplinary procedures including:
   • Senior Deputy Head
   • Formal Warning Suspension
   • In extreme cases, by Expulsion

All incidents need to be recorded by the tutor/pastoral leaders. Any incident reaching Stage 2 must be referred to the Senior Deputy Head / Head of Juniors. In more extreme cases, it is likely that our staged approach will be by-passed and stiff sanctions will be applied immediately.

7. Possible disciplinary procedures

   • Verbal apology to the victim, in the presence of a teacher
   • A handwritten letter of apology
   • Some form of "community service", e.g. tidying and sorting lost property
   • Detention
   • Temporary isolation from other students
   • Report card
   • Removal of additional responsibilities and privileges such as attendance at extracurricular activities or school trips
   • Head's Detention
   • A "consideration day" at home
   • Suspension

- Expulsion

8. 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 the Child-on-child Abuse Policy.

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

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in 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 discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

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

9.Record keeping

The DSL will ensure that robust records are kept about 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.

The Head and DSL 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 pupils 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

10.Monitoring and review

This policy is reviewed every **year** by the Senior Deputy Head. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **December 2026.**

This Policy also applies to EYFS.

Appendix 1 Legal framework

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

- 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- 'Mental health and wellbeing provision in schools'
- 'Keeping children safe in education 2024'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with several School policies including but not limited to Behaviour Policy, Child Protection and Safeguarding Policy, PHSE Policy and Child-on-child Abuse Policy.

Appendix 2 Types of Bullying

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 biphobic 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 focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

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

Relational bullying: Bullying that primarily constitutes 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.

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 pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

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 section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, to identify pupils 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 pupil 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 pupil 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 **annual** training sessions to educate them on the signs and symptoms of cyberbullying and will be advised to report to the Head if their child displays any of the signs outlined in this section.

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 pupils 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** – pupils 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** – pupils 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 pupils 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 pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones,

where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

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 pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:
- Be aware that pupils of any age and gender can abuse 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 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 video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

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

The school's Child-on-child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Appendix 3 Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils 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 DSL 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 DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Senior Deputy Head 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.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Deputy Heads and Heads of Houses are responsible for:

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

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils 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 pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil 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 involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

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