Broomfield House School

ANTI BULLYING POLICY AND PROCEDURE

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status

This policy has been prepared with reference to and in compliance with:

- ✓ The Education (Independent School Standards) (England) Regulations currently in force
- ✓ *Preventing and Tackling Bullying* (DfE, July 2017)
- ✓ *Cyberbullying: Advice for Headteachers and School Staff* (DfE, November 2014)
- ✓ *Advice for Parents and Carers on Cyberbullying* (DfE, November 2014)
- ✓ Section 89 of the *Education and Inspections Act 2006*
- ✓ The *Equality Act 2010* and the *Public Sector Equality Duty*
- ✓ *Keeping Children Safe in Education* (DfE, September 2026)
- ✓ *Relationships, Sex and Health Education (RSHE) Statutory Guidance* (DfE, July 2025)
- ✓ *Behaviour in Schools: Guidance for Headteachers and Staff* (DfE, 2024)
- ✓ The *Online Safety Act 2023* and Ofcom Codes of Practice (in force 2024–2025)

Broomfield House School has regard to this guidance in developing and reviewing its approach to anti-bullying, ensuring that our procedures reflect best practice in safeguarding, behaviour, equality and online safety, and that they remain responsive to emerging risks.

Related documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- The schools AI policies 2026
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy And Procedures including Child Protection
- e-Safety Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health Education (PSHE) and Citizenship Social, Moral, Spiritual and Cultural Development (SMSC)
- Single Equalities Policy

Designated Members of Staff responsible for Anti-Bullying: The Member of Staff with overall responsibility for Anti-bullying in the whole school is: Florence Wrigley-Smith (Headteacher) who is also the Deputy Designated Safeguarding Lead (DDSL) for the school. Also responsible is the Deputy Head and Sara Sangtabi, Safeguarding Lead (DSL), all who has oversight of Pastoral Care at the school including Behaviour Management.

Monitoring and Review:

- ✓ This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- ✓ The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2026
Next review: September 2027

Introduction: Broomfield House School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the person using bullying behaviour) and makes it clear what the sanctions are for bullying. Bullying is never acceptable as part of life at Broomfield. It is our belief that our children always have the right to achieve and learn in a safe, calm, supportive and fair environment. Pupils, staff and parents should be cared for and educated so that good behaviour is the norm. At Broomfield, all unacceptable behaviour such as bullying should be reported, investigated, and confronted in a firm but sensitive manner so that the people involved can be supported and educated into different and better behaviour. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are

dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school.

In publishing this policy we aim to:

- Ensure all members of our school feel safe, valued and respected, have positive feelings about themselves and Broomfield, and are able fully to participate in all aspects of school life. We want Broomfield always to feel like a second home for our pupils.
- Develop and maintain a school culture that challenges bullying and bad behaviour and supports everyone in the School in learning how to behave well with each other and those beyond our school community.
- Address individual incidents of bullying in a firm and sensitive manner.

Bullying – Child Protection Related Issues*:* Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue. Broomfield House School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

A bullying incident is treated as a child protection **concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the** school reports its concerns to the London Borough of Richmond Single Point of Access (SPA) by telephone on 020 8547 5008 during office hours or the out of hours Duty Team (evenings and weekends) on 020 8770 5000. Any kind of bullying is unacceptable.

What is bullying? Definition of Bullying: Bullying can be defined as '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.

Stopping violence and ensuring immediate physical safety is our school's first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Broomfield House School ensures early intervention to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see our e-safety policy and the specific ICT-Based forms of abuse (including Cyber Bullying) Policy. Bullying can take place wholly online.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences and so on.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping based on gender.

- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, or perceived as gay. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support are required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia.
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing or printing unkind or malicious on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Broomfield are expected to treat each other with a professional level of respect.

The Risks of Bullying to the Victims: Why is it important to respond to bullying? Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even leading to suicide. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. The School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide.

How do we deal with bullying? Broomfield deals with bullying through a combination of structured practices to encourage good, caring behaviour and social integration amongst the pupils. In addition, we provide staff information and briefing, effective communication between the school and parents, and a clear and well-known procedure for reporting and investigating bullying.

Broomfield's encouragement of good behaviour: We encourage good behaviour as the norm for our pupils. This is embodied in our school rules, prominently displayed around the School, and this is reinforced by all teachers including the Headteacher in assembly and class. Additionally, our school-wide PSHE strategy is delivered in classes through a special scheme of work in which every class engages with bullying as a theme once per term. This is supported by an assembly theme once per term with an anti-bullying/caring/supporting differences theme. Our assemblies also actively promote understanding and support of different cultures, particularly through our celebration of a range of worldwide religious festivals.

For new children (apart from Pre-Kindergarten in the autumn term), our class teachers allocate two **buddies** in school within the class who act as special friends to welcome the new children into school. Class prefects are also briefed to make a special effort to welcome new children into the class they prefect. Our school behaviour and discipline policy sets out how good work and behaviour are publicly rewarded with praise in school and how bad behaviour is publicly addressed in our assemblies.

Staff Information and Briefing: All teaching and administration staff are trained in the school bullying policy by the Headteacher, plus there is a copy of the policy available to staff on the website. All staff also have further information on bullying, its signs and causes, in the staff resource room library. As necessary, from time to time, a designated member of staff is sent on a specialist training course on anti-bullying in order to update our school practices and to share that amongst the staff.

All staff have access to CPOMS where all reported incidents of bullying are recorded with details of action taken. This ensures patterns of behaviour can be identified from the earliest stage. Behaviour patterns are analysed and relevant issues are discussed with staff on a weekly basis. Data is formally reviewed and discussed twice a term at the Academic & pastoral meeting. The Deputy Head has oversight of this process. In every classroom, we ensure staff display our Broomfield "Pupil's Code" in which pupils can see to whom they should talk if they are unhappy.

Strategies

Prevention – Children: We use educational elements such as Personal, Social, Health, Economic Education (PSHEE) and citizenship (**especially through the celebrating differences theme in our Jigsaw PSHE scheme of work throughout the school**), assemblies, projects, drama, literature, with discussions of differences between people and the importance of avoiding prejudice-based language. We also within our curriculum as appropriate highlight the essential anti-bullying messages and maintain awareness of potential

problems, striving to prevent any form of bullying through education. Children are encouraged to share their concerns with the adults responsible for them. All children (including our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Termly assemblies are planned to highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that bullying is unacceptable and developing good social skills. At Broomfield, older children are encouraged to offer advice and support to younger pupils, particularly our year 5 and 6 prefects. This process of caring for younger children encourages and fosters an environment in which bullying is largely absent.

Prevention – Staff: All staff are given guidance on the school's anti-bullying policy and on how to react to the allegations of bullying in their first week at Broomfield. They are required to read the school's policy as part of their induction. We aim to use appropriate assemblies to explain the school policy on bullying. Our PSHE teaching is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school.
Experienced staff give support and guidance to other staff on handling and reporting incidents and on the follow-up work with both victims and bullies. Staff are always on duty at times when pupils are not in class and will patrol the school site, particularly areas where bullying might occur.

Staff Training: We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils, as appropriate to our age group of pupils.

E-safety - Cyber-Bullying Preventative Measures. ***Please refer to the 'e-Safety including Cyber Bullying and Acceptable Use Policy'***
In accordance with legislative requirements, we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. To support our parents/carers in their education about online safety, the school also organises an awareness session for parents about e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our e-Safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents have an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the pupils and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with our main safeguarding policy (please refer to the Safeguarding Child Protection policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-Safety policy that references permissions/restrictions and agreed sanctions. The school's e-safety policy also delineates details of the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). The policy also details how the school builds resilience in its pupils to protect themselves and their peers through education and information. Our staff receive training in the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to the e-safety policy including the ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

Effective Communication: staff and parents: Broomfield is a family community. Our continued success relies on ensuring that we communicate clearly, politely and as regularly as necessary between staff and parents. We encourage an open-door policy of communication between staff and parents. This means parents are encouraged to talk to staff, from the Headteacher down, at the start and end of the academic day. Parents may address an issue directly at such an impromptu meeting or may ask for a private meeting which will always be arranged quickly and in private as needed. Additionally, parents may request meetings with teachers or the Headteacher through the school office in person or on the telephone at any time during normal school hours, from 8.15am – 4pm. Additionally, the Headteacher will always try and be quickly available to parents for a discussion.

Parents are supported in understanding what bullying is and how they can contribute to the prevention of bullying through workshops, newsletters and our school website. Our Parents Information Sheet – Anti-Bullying is given to new starters in their welcome pack. We hold regular e-safety workshops for parents with our local community police officer where online bullying is discussed as part of the session. We ensure that parents know whom to contact if they are worried about bullying.

Procedures for reporting and investigating bullying: The Headteacher (or Deputy Head in the absence of the head) has responsibility for dealing with incidents of bullying with the support of the school staff and, where necessary, the parents.

If **parents** and **school staff** become aware that there are one or more incidents of bullying that affect a child at Broomfield, please contact the Headteacher, Deputy Head or the class teacher as soon as possible. Parents can speak to the Headteacher during the day by telephone in confidence or the class teachers in private at the start or the end of the school day. When reporting a possible incident of bullying, please try and provide the name and full circumstances of those involved and any information about the location, timing and identity of any witnesses to the possible bullying incident(s). This reported incident will then be registered by the Headteacher, Deputy Head or class teacher in the Bullying register on CPOMS and investigated as set out below.

Bullying is investigated on a case by case basis. If it is a minor incident it is normal that the class teacher (having informed the Headteacher and reported the incident on CPOMS) will meet the bullied person to re-assure them and to ascertain the full facts, including speaking to witnesses as needed. Then the class teacher will meet with the person doing the bullying and ascertain their version of events. The aim of this is to get the bullying person to admit their behaviour and understand its negative impact and that it must STOP. If it is the first instance of this, and the behaviour stops, parents are not normally informed unless they raised the issue initially. The action taken and results are then entered into the bullying register by the class or Headteacher.
If it is a second or regular occurrence, the Headteacher will certainly be involved in the discussion with the bullying person. The parents will normally be informed and asked to come in to discuss this. Reflection Time which will take place with a member of SLT at a break time and require the child to reflect on their behaviour, a letter of apology, a minus mark or olive branch, are some of the sanctions that the Headteacher may and will impose on the regular person using bullying behaviour until the behaviour stops. Exclusion is also an option in very serious cases. Once the person using bullying behaviour has been addressed, the class teacher will monitor him/her as well as the bullied person and report orally to the Headteacher any concerns about their welfare over the coming weeks. The class will undertake at least one relevant PSHE exercise, normally from our PSHE school scheme, and the parents will be kept informed by the Headteacher as needed. Both the bullied person and the person using bullying behaviour will be given emotional support going forward.

The Procedures for Pupils: Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, through regular class discussions with their teachers during registration periods.

For children who are being bullied - Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a playground supervisor or at break.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset.
- Try to ignore it at the time of the incident - stay calm - walk away to safety.

For children who see someone being bullied

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bullying behaviour**.**
- Tell an adult immediately.
- Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a person using bullying behaviour – physically, verbally or by isolating another child.

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A person using bullying behaviour doesn't have many true friends.
- Change your bullying behaviour straight away and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

Action should then be taken with regard to each of the following:

- Advice and support for the victim is in accordance with the school's behaviour management policy and through our pastoral care system on a case-by-case basis.
- Sanctions imposed will be relative to the age of the child. These are recorded on CPOMS. The person using bullying behaviour must understand what they have done and why the sanctions are being applied.
- Support for the person using bullying behaviour is in accordance with the school's behaviour management policy and through our pastoral care system on a case-by-case basis.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated

Appreciating the Seriousness of Bullying: Everybody has the right to be treated with respect. Children using bullying behaviour need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who use bullying behaviour must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

Pupils' Response to Bullying: Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour
- passively support the bullying behaviour
- passively reject the bullying behaviour
- actively challenge the bullying behaviour

Classroom Management: Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with an emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management: The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Head or Deputy Head, who in turn will act in accordance with the agreed policy.

Sanctions: These may include withdrawal from favoured activities or loss of playtimes and Reflection Time resulting in a letter of apology. If bullying is serious in the first instance or it persists, the parents of the perpetrator and victim are called to discuss the situation separately with the Headteacher. In rare cases, children who use bullying behaviour consistently may be excluded.

Anti-Bullying in the Early Years Foundation Stage: Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Miss Sara Sangtabi, the Head of Early Years, is in day-to-day charge of the management of behaviour in the EYFS. We explain to children why some forms of behaviour are unacceptable and hurtful to others. Pupils are encouraged to recognise that being a 'bystander' is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

We rarely need to impose sanctions but sometimes we may remove a treat or privilege for hurtful behaviour. Occasionally, a child may be sent to see the Headteacher, who will explain the inappropriateness of a particular action but such instances are rare. Parents are always informed by the class teacher when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Early Years Coordinator and to agree a joint way of handling the difficulty. Copies of our Behaviour Management Policy are on the school website for parents and their children to read together.

Complaints Procedure: Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

Bullying which occurs outside school premises: Staff at Broomfield House have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as 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 should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.