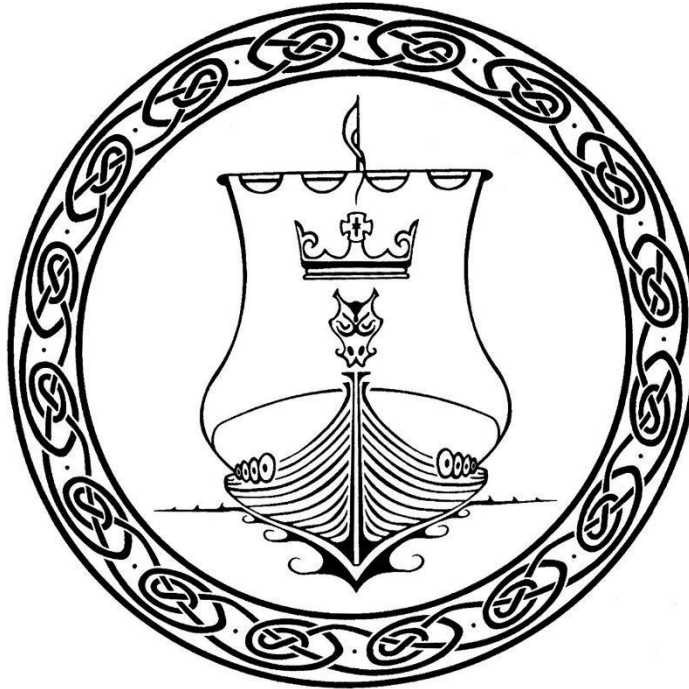




Queen Elizabeth II High School Anti-Bullying Policy



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Mission statement

Queen Elizabeth II High School is committed to creating and sustaining a safe, positive and inclusive environment for all students, staff and parents/carers.

Staff concerns about bullying, harassment or victimisation involving staff are addressed through the Isle of Man Government 'Prevention of Bullying, Harassment and Victimisation at Work' policy and relevant HR procedures.

The school is part of the wider community and under the Equality Act its members have the right to be protected from any bullying behaviour, particularly that of a criminal nature such as harassment, sexual harassment and physical assault. The Act states that discrimination against a person because he or she has one (or certain combinations of two) of the following protected characteristics will be unlawful:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Information relating to incidents of bullying may be shared with the Safer School Policing Team to help promote a cohesive community and may lead to an agreed joint response.

About this policy (scope and aims)

This policy sets out how Queen Elizabeth II High School prevents, identifies, reports and responds to bullying, including prejudice-based bullying and bullying that takes place online or outside school where it impacts members of the school community. It applies to all students and to all incidents of alleged bullying involving students, whether reported by students, staff, parents/carers or members of the public. It should be read alongside the Behaviour Policy, Safeguarding Policy, Acceptable Use Policy and Policy & Procedures for Dealing with Nude or Semi-Nude images.

Roles and responsibilities

Everyone has a role in preventing and responding to bullying. The Headteacher and Senior Leadership Team set the culture and ensure this policy is implemented consistently. Directors of Key Stage oversee bullying reporting and monitoring within their Key Stage. All staff challenge unkind behaviour, take reports seriously, record concerns, and support students. Students are encouraged to report bullying and support peers. Parents/carers are expected to work in partnership with the school to resolve concerns and reinforce respectful behaviour.



Definition and types of bullying

Bullying is behaviour by an individual or group that is intended to hurt or harm, is often repeated over time, and can involve an imbalance of power (for example, because of age, size, social status, popularity, strength, ability or access to information). Bullying may be direct (face-to-face) or indirect (for example, through rumours or online activity). Bullying can occur between students, and in some cases may involve adults; any adult-to-student concerns will be managed through safeguarding and professional standards procedures.

Bullying falls into one of the following categories:

- **Physical:** hitting, pushing, kicking, taking or damaging belongings.
- **Verbal:** name-calling, threats, insulting, teasing, sexualised language.
- **Social/relational:** excluding, isolating, humiliating, spreading rumours, encouraging others to target someone.
- **Online/cyber:** bullying via social media, messaging, gaming platforms, sharing images, impersonation or group chats.
- **Prejudice-based** bullying: bullying motivated by (or perceived to be motivated by) protected characteristics or other differences, including race, religion or belief, disability/SEND, sex, sexual orientation, gender identity, pregnancy/maternity, family circumstances or care experience.

What you can expect (students, staff and parents/carers)

Expectations of all students

- Support other students when they are vulnerable and help them feel safe.
- Do not join in, encourage others, or act as a bystander. The school actively discourages bystander behaviour.
- Report bullying to a trusted adult as soon as possible using the routes in this policy.
- If you are worried about your own or another student's physical safety, tell a member of staff immediately so action can be taken to keep the student safe.

Students who are being bullied

If you are being bullied, you can expect to be listened to and taken seriously. Action will be taken to help stop the bullying, and you will be supported to feel safe and to manage the impact. Support may include a trusted adult check-in, pastoral support, the School Nurse (with parental consent where required), and—where appropriate—support from other agencies. Your parent(s)/carer(s) will normally be informed and offered guidance on how to support you.

Students who bully

Bullying behaviour has no place at Queen Elizabeth II High School. If you are involved in bullying, you can expect your behaviour to be challenged and that you will be treated fairly. You will be expected to change the behaviour and will be supported to do so through education about impact, restorative or relational work where appropriate, and pastoral support. Parents/carers will normally be informed. If bullying continues or is



serious, further steps may include sanctions under the Behaviour Policy, a risk assessment, timetable modifications, referral to the school Outreach Team, and restrictions on the use of electronic devices.

Staff

All staff are expected to promote a constructive and safe environment, challenge unkind behaviour, follow the procedures in this policy when dealing with bullying, and record concerns appropriately. Staff should work in cooperation with colleagues, students, parents/carers and external partners where needed, and undertake appropriate training (for example, equality and diversity training). Staff concerns about bullying, harassment or victimisation involving staff should be addressed through the Isle of Man Government 'Prevention of Bullying, Harassment and Victimisation at Work' policy and the school's relevant HR procedures.

Parents/carers

Parents/carers can expect to be kept informed of the school's anti-bullying work through the website and, where appropriate, through emails and/or newsletters. Staff will address concerns as promptly as possible, and parents/carers will be asked to work in partnership with the school to support their child and reinforce that bullying behaviour is not acceptable.

Reporting Bullying at school

Bullying can be reported to staff in several ways:

1. Complete a paper or online bullying report form, available on the school reception, KS office or website [here](#).
2. Speak with one of the following: your tutor; a member of the Key Stage Team; a Pastoral Support worker; or a member of Support for Learning.
3. Speak to any member of staff and ask them to help you record the details on the online bullying form. Please be sure to tell staff that you are specifically reporting bullying, rather than an incident that can be dealt with immediately.

When completing the online bullying form, it is important to include as much information as possible (for example, dates, times, locations and witnesses). Reports can be submitted anonymously; however, this may limit the school's ability to ask follow-up questions or provide direct feedback to the person who submitted the form.

Submitted online bullying forms are received by the ge2enquiries@sch.im mailbox. They are then forwarded to the relevant Director of Key Stage and Pastoral Support Worker. A copy is saved to the relevant student's Arbor linked documents.

The Director of Key Stage is responsible for monitoring all reported bullying incidents in their Key Stage. Details of reported bullying (including completed bullying forms) are passed to the appropriate member(s) of staff to



investigate and respond. This could include the form tutor, Pastoral Support Worker, Assistant Director of Key Stage, or another senior member of staff.

Cyberbullying and online safety

Cyberbullying is bullying that takes place online or through digital devices (for example, on social media, messaging apps, gaming platforms or group chats). Online bullying can happen at any time and can reach a wide audience quickly. The school will take reports of cyberbullying seriously and will respond in line with this policy, the Behaviour Policy and the school's Acceptable Use Policy.

Students and parents/carers should report online bullying using the school's reporting routes. Where possible, keep evidence (for example, screenshots, messages, usernames and URLs) and do not share harmful content further.

The school may support students & parents/carers to block/report users and content to platforms and may involve the Safer Schools Policing Team where communications may amount to harassment, threats or other offences.

Where online incidents involve sharing sexual images or "sexting", the school will follow its specific procedures and safeguarding pathways.

Where cyberbullying impacts school life or student welfare, the school may apply sanctions/support measures even if the behaviour occurred outside the school site.

In line with the schools Acceptable Use Policy, the school may restrict the use of electronic devices where this is necessary to safeguard students and prevent further harm.

Bullying outside school

Bullying can occur outside the school site, including on journeys to and from school, on school transport, in the community, or online. Where an incident is reported and it affects a student's safety, wellbeing or the orderly running of the school, the school will investigate and respond in line with this policy. This may include working with parents/carers, Bus Vannin and/or the Safer Schools Policing Team, and applying appropriate support and sanctions.

Action taken by the school

The school may respond in several ways, depending on the incident. A graduated programme of intervention is applied in a consistent manner. In serious incidents, students may enter this programme at a later stage. At any stage, information may be shared with the Safer Schools Policing Team where appropriate.

Templates

The school uses paper and online Bullying Report Form (Appendix 2) and Bullying Investigation Forms (Appendix 3) to support consistent recording and investigation.



The alleged perpetrator(s) and the victim will be interviewed separately by the appointed member of staff. This will be documented on the Bullying Investigation Form (Appendix 3). The completed form should be attached to the bullying report and returned to the relevant Director of Key Stage where it will be logged on Arbor.

If a further bullying incident is reported involving the same perpetrator, there will be a documented interview and the information will be logged on CPOMS (under the name of the victim, with the perpetrator linked). Parents/carers will be informed and a behaviour support plan may be considered.

If incidents continue, there will be a documented interview led by the Director of Key Stage or Assistant Director of Key Stage. Further parental contact will be made and the Safer Schools Policing Team may be involved. This will be logged on CPOMS.

Supportive steps taken by the school

The school may respond in several ways, depending on the needs of the students concerned:

- At the interview stage, the Form Tutor or investigating member of staff will identify the student's needs. If additional support is not required, the Form Tutor will monitor the situation and report any further concerns.
- The Form Tutor or relevant Key Stage Lead may refer the student to the Pastoral Support team for additional support. This should be indicated on the Bullying Investigation Form and a Pastoral Support referral completed. Pastoral Support may consider referral to other agencies (e.g., Isle Listen) where appropriate.
- The School Nurse may be offered as an independent source of counselling. Referrals may be made through Reception and must have parental consent.
- Mediation between the bully and victim may be offered (only) if appropriate.
- The form tutor may refer the victim or bully to a student mentor for support.
- If a student is persistently targeted, they may be offered social and emotional support to build self-esteem and resilience through a 6-week programme (one session per week), facilitated by a member of the Pastoral Support Team in consultation with the Form Tutor, student and parents/carers. A certificate of completion may be presented.
- If continued bullying behaviour is affecting the education and welfare of a student, other agencies may be asked to assist (for example, CAMHS, EHAS, Youth Service, or Special Educational Needs and Educational Psychology Services).
- Regarding the student displaying bullying behaviour, the Form Tutor or investigating member of staff will determine appropriate actions to support sustained improvement. This will include education about the impact of their behaviour and may include sanctions and/or pastoral or other support.



Vulnerable pupils, safeguarding and severe impact

Some students may be more vulnerable to bullying, including students with SEND, those with protected characteristics, care-experienced students, young carers, and students experiencing mental health or family difficulties. The school will make reasonable adjustments to ensure reporting routes and support are accessible (for example, trusted adults, supported reporting, and safety planning). Where bullying indicates or causes significant harm, or where there are concerns about exploitation, violence, hate-related incidents or repeated targeting, the matter will be managed through safeguarding procedures and may involve external agencies. The school will also work with students displaying bullying behaviour to address underlying issues, educate about impact, and support sustained behaviour change alongside appropriate sanctions.

Preventative steps to be taken by the school

Staff will ensure that students are prompt to registration and all lessons and will address any behaviour, which could be perceived as bullying.

The school building and grounds will be supervised at breaks by staff and 6th form students. They will take action to stop and report any instances of bullying behaviour.

During the lunch break, students are guided towards a wide range of activities and clubs to nurture skills and promote social skills and teamwork as part of the ethos of the school. Common rooms will be offered to year groups where possible.

The dining area is supervised at break time by senior staff and at lunchtime by canteen staff.

Behaviour on the school buses will be monitored and managed through effective communication with Bus Vannin. They will report incidences of alleged bullying behaviour to staff at the school and repeat offenders may be prohibited from using the school buses for a period of time.

Curriculum opportunities will be utilised to deliver the anti-bullying message whenever appropriate. (In particular; Life Curriculum lessons, assemblies & Pastoral Schemes of Learning). Positive links with outside agencies such as community police officers will be developed and maintained.

Anti-Bullying work will be incorporated into the tutor programme and assemblies on a regular basis for all year groups. There will be a particular focus on anti-bullying work in Key Stage 3 tutor schemes of work and an emphasis on developing resilience.

The school will be actively involved in national initiatives such as Anti- Bullying Week in November.

The school will review this Anti-Bullying Policy at least every 2 years (or sooner if required) and will monitor bullying data to identify patterns, evaluate the effectiveness of interventions, and inform prevention work. Bullying records (CPOMS/Arbor and associated documentation) will be used to support oversight by the Safeguarding Lead, Directors of Key Stage, Senior Leadership Team, School Governors and DESC.



Working with parents/carers

Parents/carers are encouraged to contact the school promptly if they believe their child is being bullied or displaying bullying behaviour. Reports should be made through the school office or via the online bullying form and will be triaged to the relevant Key Stage team. The school will take concerns seriously, investigate proportionately, and provide feedback on actions taken where appropriate. The school must also balance feedback with confidentiality and data protection obligations, particularly where information relates to other students. If a parent/carer remains concerned after the school's initial response, they should follow the school's complaints procedure.

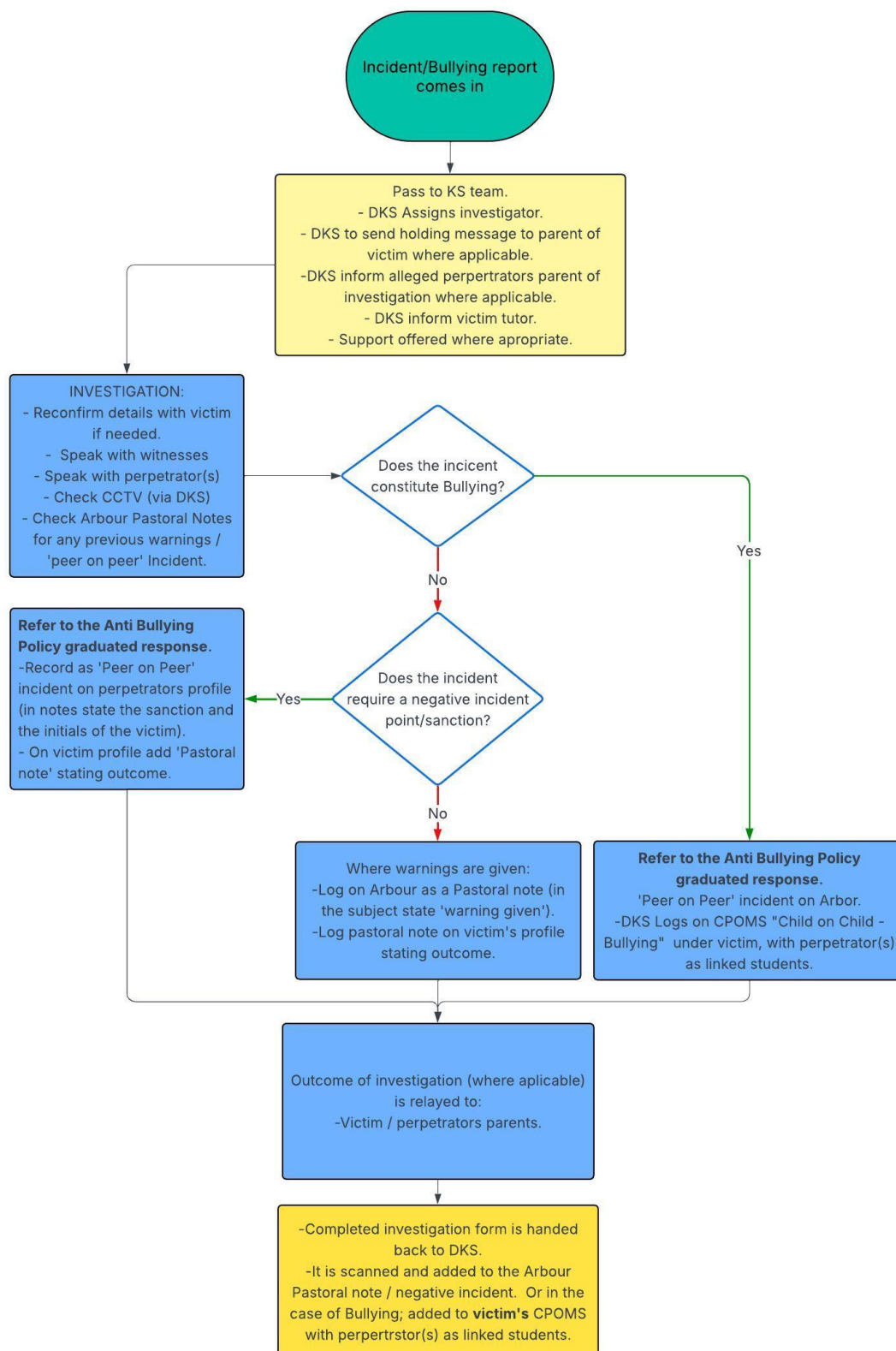
Related policies and documents

- Behaviour Policy
- (ICT) AUP
- Safeguarding policy and Flowchart
- Procedures for dealing with Nude & Semi Nude Images



Appendices

Appendix 1: Anti-bullying flowchart (process overview)

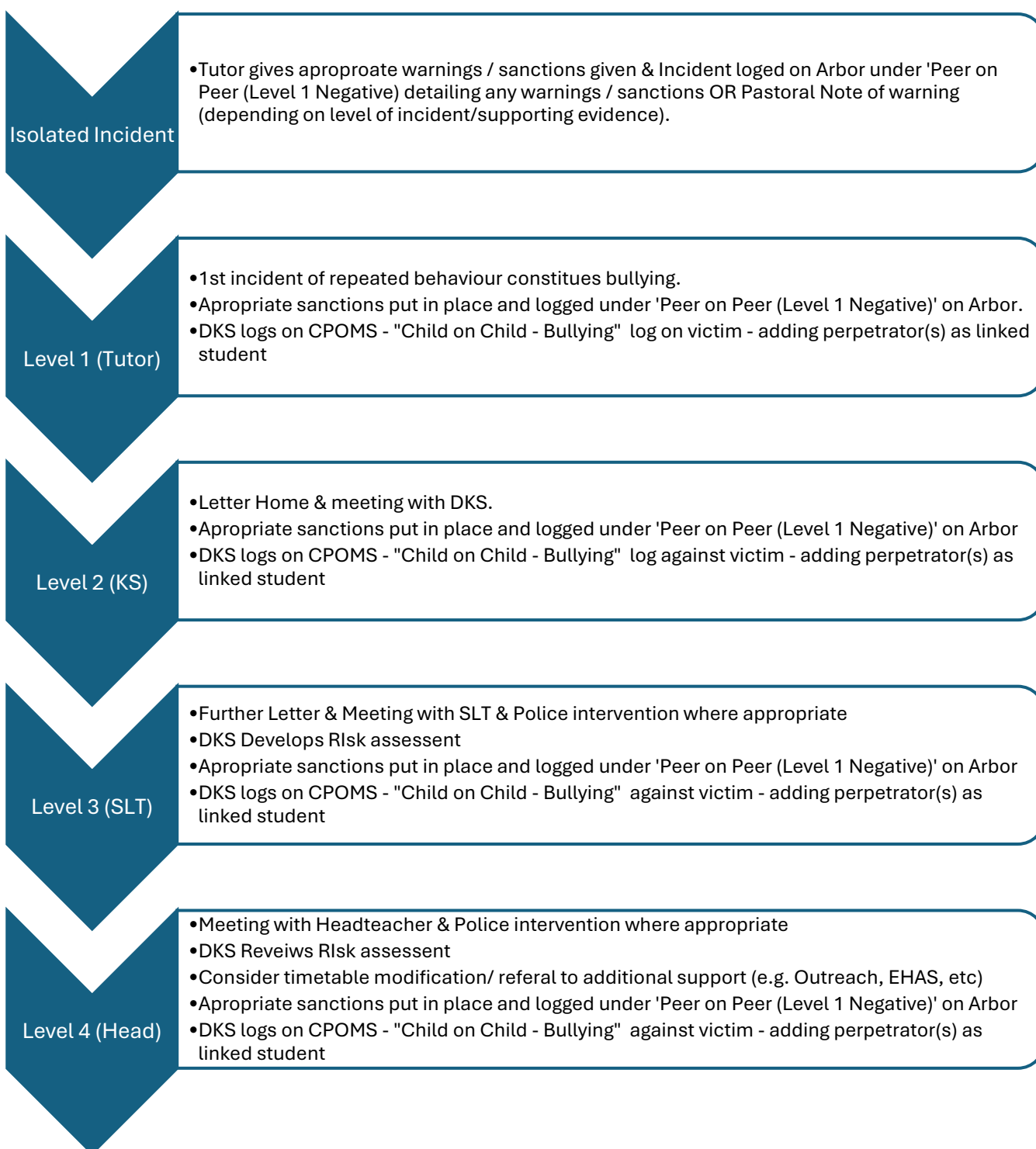




1. **Concern identified** (by student, staff, parent/carer, or via online form).
2. **Immediate safety check:** if there is risk of harm, staff act immediately and follow safeguarding procedures.
3. **Record and triage:** online form received; Director of Key Stage and Pastoral Support Worker are notified; records saved to Arbor linked documents.
4. **Allocate investigator:** Director of Key Stage assigns the most appropriate member of staff (e.g., tutor, Pastoral Support, Assistant Director/Director of Key Stage).
5. **Investigate:** interview victim and alleged perpetrator separately; gather witness information and evidence (including online evidence where relevant). Complete the **Bullying Investigation Form** (Appendix 3).
6. **Decision:** determine whether the behaviour meets the definition of bullying.
7. **If bullying is confirmed:** log on CPOMS under the victim (link perpetrator); inform relevant staff; apply a graduated response (support and/or sanctions) and consider a risk assessment for persistent cases.
8. **If bullying is not confirmed:** record on Arbor and manage under the Behaviour Policy; provide appropriate support and follow-up as needed.
9. **Communicate:** inform parents/carers where appropriate; agree actions and next review point (confidentiality applies).
10. **Monitor and review:** tutor/Key Stage team monitors; escalate to Director of Key Stage/SLT where incidents repeat or severity increases; involve Safer Schools Policing Team and/or external agencies where appropriate.



Appendix 2: Graduated Response





Appendix 2: Online Bullying Report Form (template)

Date of report

Reported by (student / parent-carer / staff / other / anonymous)

Name of student experiencing bullying

Year group / tutor group

Alleged perpetrator(s) (name(s) if known)

Type of bullying (physical / verbal / social / online / prejudice-based)

What happened? (include words used/actions)

When did it happen? (dates/times; how often)

Where did it happen? (location / online platform)

Witnesses (names if known)

Evidence available (screenshots/messages/injuries)

Immediate safety concerns?

Preferred contact method (if not anonymous)



Bullying Report Form

Once you have submitted this form it will be investigated and dealt with by an appropriate member of staff.

Bullying is when a person, or group of people, cause physical, emotional or psychological harm to another person. It usually involves several incidents and is often repeated over a period of time.

Are you sure that this incident matches the description of bullying?

--please select--

Your Details

Name

eg. Joe Bloggs

Tutor Group

Relationship to the victim

--please select--

Victim's Details

Their name(s) — required

eg. Joe Bloggs

Their tutor group(s)

Perpetrator Details

Their name(s) — required

eg. Joe Bloggs

Their tutor group(s)

What happened?

Describe what happened in as much detail as possible — required

Which area/room did this happen in?

What best describes the bullying?

I'm not sure

Did anyone else see what happened?

Their name(s)

Their tutor group(s)

If you know of an instance of bullying please use the form on this page to report it. Alternatively we have a downloadable form that you can print and fill in.

[Bullying report form \(PDF ~1MB\)](#)

Contact Details

Tel: (01624) 841000

Email: QE2Enquiries@sch.im

Address:

Douglas Road

Peel

Isle of Man

IM5 1RD



Incident/Bullying REPORT Form

Today's Date: _____ **Date of Incident(s):** _____

Who is completing this form: _____

(Year & Tutor if known)

Who is the victim: _____

Year & Tutor: _____

Who has caused this issue/incident:

- _____
- _____
- _____

Year & Tutor: _____

Year & Tutor:

Year & Tutor:

Where did this happen (be quite specific about locations/areas): _____

Who else saw/heard what happened:

(Year & Tutor if known)

- _____
- _____
- _____

Year & Tutor: _____

Year & Tutor: _____

Year & Tutor:

Have there been issues previously?

Yes ☐

No ☐

Unsure ☐

Nature of the issue: Physical ☐

Verbal ☐Social ☐Cyber ☐

Describe what happened: _____

(attach additional if needed)





Appendix 3: Bullying Investigation Form (template)

Bullying/Incident INVESTIGATION

Member of staff investigating: _____

(Where applicable) **Parent of Victim was informed of report & investigation via:**

Phone call ☐ Email ☐ In Person ☐ Date: _____

(Where applicable) **Parent of alleged perpetrator(s) informed of allegation and investigation:**

Phone call ☐ Email ☐ In Person ☐ Date: _____

Check on CPOMS & Arbour (Incidents & Pastoral Notes):

How many previous bullying/incident reports this year for - victim: _____ for alleged perpetrator(s): _____

Investigation details/notes (speak to victim for clarification if needed, the alleged perpetrator(s), witnesses and ask Key Stage to look at CCTV where applicable):

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

_____ (attach additional statement pages where needed)



Bullying/Incident OUTCOME

Bullying is behaviour by an individual or group that is repeated, intentional and hurtful, either physically or emotionally. Does this incident constitute bullying? Yes ☐ No ☐

Details of investigation and outcomes (and sanctions where applicable):

_____ (attach additional if needed)

Outcome reported to victim: ☐ Date: _____

Where app **Outcome reported to parent of victim:**

N/A ☐ Phone call ☐ Email ☐ In Person ☐ Date: _____

Where app **Outcome reported to parent of perpetrator(s):**

N/A ☐ Phone call ☐ Email ☐ In Person ☐ Date: _____