Anti-bullying Policy

Meole Brace School

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Meole Brace School Values and Beliefs Statement

We are a caring inclusive community school, committed to allowing our students and staff the opportunity to develop and prosper.

The school is committed to being a safe environment, free from disruption, discrimination or intimidation, so that we can all learn and teach, and be happy.

Introduction

Meole Brace School believes that all students are entitled to learn in a safe and supportive environment, and this means being free from all forms of bullying behaviour. The purpose of this policy is to outline how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as 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 and Attitudes 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 approach for bullying at this 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) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education (2023)'
- DfE (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 and Attitudes Policy
- Child Protection and Safeguarding Policy
- Secondary School RSE and Health 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 a period of time.
- **Intent:** The perpetrator(s) 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 with SEND
- Students who are adopted
- Students suffering from a health problem
- Students with caring responsibilities

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+
- Students from BAME backgrounds
- Students from socioeconomically disadvantaged backgrounds

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, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically

- Emotionally
- Online (cyberbullying)

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

Homophobic/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.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND 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.

4. Roles and responsibilities

The local governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- 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.

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.
- Keeping a Log on CPOMS 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.

Heads of year are responsible for:

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

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.

The school nurse is responsible for:

- Offering physical support to victims of bullying.
- Alerting the relevant heads of year regarding any incidents of bullying.

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.

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.

5. Statutory implications

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

- Eliminate unlawful discrimination, 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.

The school assembly programme is built around respect and community and has attitude to others at its core.

All reported or investigated instances of bullying will be investigated by a member of staff.

The pastoral system is at the heart of all of we do and the form tutor is the first port of call for students who need someone with whom to speak. If an issue can be dealt with at this level it is, but there is a clear process for escalating an incident.

1. Form Tutor – investigate and deal – call parents.
2. Head of Year – speak to all concerned – sanctions may be issued.

3. Wellbeing and PIT – some intervention work on an individual basis or in a group workshop can be done.
4. Leadership team – if sustained bullying is taking place – further sanctions and meetings with parents.
   (if the incident involves online bullying the DSL is always involved and if the bullying has a safeguarding element the Record of Concern process is followed)

We operate a 'Safe Space' system throughout the school. Many offices and rooms are designated safe spaces and students can come to those staff members to discuss any issues.

The Wellbeing Team offer regular drop-in sessions in the ARC for students to discuss any problems they may have in a safe and secure environment.

Wellbeing boxes are positioned by the water fountains around school and enable students to place notes and request meetings with a staff member.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy.

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 and assemblies and celebration events.

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.

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.

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.

A safe place will be available for students to go to during free time if they feel threatened or wish to be alone, this may be B1, the ARC, the Bungalow garden or with a specific teacher.

The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, try to prevent any further form of bullying taking place.

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 vulnerable student joins the school, the student's form tutor and the DSL or member of the LT will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school.

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

The school will be alert to instances of the sharing of indecent imagery of students amongst the school cohort, and will evaluate whether it presents a safeguarding concern; this will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't 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
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- 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 vision.

Staff will treat reports of bullying seriously and they 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 are 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 DSL 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. Preventing Child on Child abuse

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

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape**
- **Assault by Penetration**
- **Sexual Assault**

(Please see KCSiE for definitions of these offences)

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child on child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

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 PSHE lessons. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that students of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that

peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a student is found to have been involved in harmful sexual behaviour, the school will help the student to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of students with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ students are more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ students.

The school's response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between students of the opposite sex.

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 will be made to FPOC/ Police

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of FPOC/ Police where necessary.

Staff will report all allegations of abuse against students to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a student with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk

If a student is at risk of harm, is in immediate danger or has been harmed, a referral will be made to FPOC/ Police

- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child on child abuse policy.

10. E-safety

The school has an E-safety Policy in place, which outlines the school's 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.

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 section 13 and section 14 of 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 at all times.

11. Upskirting

Upskirting is a form of child-on-child abuse, sexual harassment and image-based sexual abuse. It typically involves taking a photograph or recording underneath a person's clothing without their knowledge or permission, with the intention of viewing their genitals or buttocks, whether covered by underwear or not, to obtain sexual gratification or to cause humiliation, distress or alarm.

Upskirting is a specific criminal offence under the Voyeurism (Offences) Act 2019, which amended the Sexual Offences Act 2003. It can be committed against a person of any sex or gender. The offence may occur on the school site, while travelling to or from school, during school activities or visits, or through conduct outside school that affects the safety and welfare of pupils.

The school adopts a zero-tolerance approach to upskirting. It will never be dismissed as a joke, prank, banter, curiosity or part of growing up. Attempting, encouraging, assisting, threatening or pressuring another person to engage in upskirting, and possessing, showing, sharing or uploading an image obtained through upskirting, will also be treated seriously.

Any pupil who experiences, witnesses or becomes aware of suspected upskirting should report it immediately to a member of staff. A pupil will not be blamed or sanctioned for making a report in good faith. Staff receiving a report must:

- listen carefully, remain calm and take the pupil's concerns seriously;
- avoid asking leading or unnecessarily detailed questions;
- reassure the pupil that they have done the right thing by reporting the matter;
- not promise confidentiality, but explain that information will be shared only with those who need it to safeguard the pupils involved;
- report the concern immediately to the Designated Safeguarding Lead or a deputy; and
- make an accurate written safeguarding record using the school's agreed reporting system.

Staff must not ask pupils to forward, copy or share the image and must not search for, print, screenshot or view it unless this is unavoidable and authorised as part of the safeguarding response. Any device believed to contain relevant material should be secured without unnecessarily accessing its contents, and advice should be sought from the Designated Safeguarding Lead and, where appropriate, the police.

The Designated Safeguarding Lead will undertake an immediate, child-centred risk and needs assessment. This will consider the safety and wishes of the pupil who may have been harmed, the circumstances and seriousness of the incident, whether an image has been shared, the ages and developmental needs of the pupils involved, any power imbalance, previous concerns, risks to other pupils and the need for external agency involvement.

As upskirting may constitute a criminal offence, the school will consider referral to the police in accordance with national guidance and local safeguarding procedures. Children's social care and other specialist services will also be contacted where a child has suffered, or is at risk of suffering, harm. Parents or carers will normally be informed unless doing so may place a child at additional risk or prejudice an investigation. Where necessary, the school will liaise with statutory agencies before contacting families.

The school will take proportionate action under its safeguarding and behaviour policies. This may include protective arrangements, supervision, changes to lessons or movement around school, restrictions on contact, disciplinary consequences and referrals for specialist support. The school will not wait for the conclusion of a police or children's social care investigation before taking reasonable steps to protect pupils.

The pupil who has experienced the behaviour will be offered appropriate pastoral and safeguarding support and will be protected, as far as reasonably possible, from intimidation, retaliation, repeated questioning and further distress. The pupil alleged to have carried out the behaviour will also be safeguarded and provided with appropriate support and education, while being held accountable in a manner consistent with their age, understanding and the seriousness of the incident.

All concerns, decisions, actions and reasons for those decisions will be recorded. Information will be handled sensitively and shared only on a need-to-know basis. The school will use its relationships, sex and health education, online-safety curriculum and wider pastoral work to

teach pupils about consent, privacy, respectful relationships, sexual harassment, image-based abuse and how to report concerns.

12. Procedures

Minor incidents will be reported to the victim's form tutor, who will investigate the incident, set appropriate sanctions for the perpetrator and inform the head of year in writing of the incident and outcome.

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 nurse 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
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All concerned students 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.

13. Sanctions

If the headteacher is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the student of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the headteacher or member of the pastoral staff 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.

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

The head of year informally monitors the students involved.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

14. Support

The head of year holds a formal meeting, to check whether the bullying has stopped – these formal meetings will 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. In many cases a member of the pastoral team will be designated as a point of contact.

If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities and form groups or year side may be changed.

The school will acknowledge that bullying may be an indication of underlying mental health issues The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

15. 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.

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

- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered pastoral support, where appropriate

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

- Receiving a consequence for their actions
- 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

In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the headteacher and DSL 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 DSL will meet to discuss the use of alternative provision.

16. Bullying outside of school

The headteacher has a specific statutory power to discipline 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 discipline students for misbehaving outside of the school premises. This can relate to any 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 will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline 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.