

Springbank Academy



Where dreams are realised and success is celebrated

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

Anti-Bullying Policy

June 2025



Policy Lead: Emma Leonard



Anti-Bullying Champion: Lee Aubrey

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

People for contact to support schools:

Katherine Marshall
Anti-Bullying and Online Safety Coordinator
Tackling Emerging Threats to Children
Tel 01158043836
Mobile
katherine_marshall@nottscce.gov.uk

Useful documents

- **Preventing and Tackling Bullying**-Advice for head teachers, staff and governing bodies July 2017 www.gov.uk/governmentpublications ref DFE-00160-
- Keeping children safe in education - GOV.UK-
www.gov.uk/government/publications/keeping-children-safe-in-education
- Working Together to safeguard children 2019 -
- Education Inspection framework 2019-
<https://www.gov.uk/government/publications/education-inspection-framework>
- School inspection handbook (EIF) - GOV.UK
- <https://www.gov.uk/government/publications/school-inspection-handbook-eif>
- Equalities Act Guidance - <https://www.gov.uk/guidance/equality-act-2010-guidance>

Auditing current practice:

A regular review of the school's anti-bullying work is carried out each December to check that the work is operating effectively within the school; is supported and understood by all; and addresses the issues currently giving concern.

Checklist- December 2022.

| Does the policy have? | Y | N | Notes |
|--|---|---|-----------------------------------|
| A. Introduction which: - | | | |
| 1. Gives information about the intent of the school | ✓ | | |
| 2. Mentions the values of the school | ✓ | | STARS and GEMS and British Values |
| 3. Gives information on what stakeholders can expect from the school | ✓ | | |

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| 4. Refers to the legal responsibilities of the school | √ | | |
| B. Evidence of Consultation with all Stakeholders | | | |
| 1. Members of staff | √ | Email | |
| 2. Governors | √ | Presented at LGB meeting March 2023 | |
| 3. Parents /carers | √ | Published on website | |
| 4. Children/ Young People | √ | Class talk/Anti-bullying day/week Assemblies linked to anti bullying | |
| 5. Other partners | √ | White Hills Park Trust | |
| 6. Where the policy can be accessed | √ | Website | |
| C. Roles and Responsibilities | | | |
| 1. The Head Teacher | √ | | |
| 2. The Designated Safeguarding Lead | √ | Safeguarding Officer | |
| 3. The Anti-bullying Coordinator | √ | Lee Aubrey | |
| 4. The designated Governor | √ | New governors are being appointed | |
| D. Definitions of Bullying behaviour | | | |
| 1. A clear definition of bullying | √ | | |
| 2. Links bullying to other related behaviour- relationship conflict, baiting, banter, false friendships | √ | See behaviour and attitude policy | |
| 3. Links bullying to peer on peer conflict | √ | | |
| 4. Mentions the different types of bullying behaviour | √ | | |
| 5. Mentions the reasons behind bullying behaviour including prejudice related bullying relating to | √ | | |

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| the protected characteristics as defined by the Equalities Act 2010 | | | |
| 6. Mentions inappropriate language and terminology in relation to the protected characteristics as defined in the Equality Act 2010 | ✓ | | |
| 7. Mentions cyber bullying and links to Online safety | ✓ | | Online safety days NSPCC links Assemblies |
| 8. Mentions bullying outside school including the journey to school | ✓ | | |
| E. Reporting and Responding to Bullying | | | |
| 1. Shows how pupils should report if they are being bullied (to whom, how) and mentions the responsibilities of pupil bystanders | ✓ | | |
| 2. Whole school responses to bullying behaviour and staff responsibilities | ✓ | | |
| 3. Mentions the responsibilities of parents/carers | ✓ | | |
| 4. Mentions the responsibilities of other school staff | ✓ | | |
| 5. Says exactly how staff will respond | ✓ | | |
| 6. Explains exactly how an incident will be dealt with | ✓ | | |
| 7. Mentions that all incidents will be dealt with using a contextual approach towards target, alleged bully and bystanders | ✓ | | |
| 8. Explains that graded sanctions will be applied depending on the severity of the incident | ✓ | | See behaviour and attitude policy for more guidance. |
| 9. That sanctions may also vary according to the type of bullying | ✓ | | See behaviour and attitude policy for more guidance. |

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| 10. Explains how incidents will be followed up | √ | | |
| 11. Explains the Complaints' Procedure for anyone who is not happy with the way the school has dealt with the situation | √ | | |
| 12. Discusses how the target, alleged bully and bystander will be supported using a range of interventions such as circle of friends, restorative practices, peer support. | √ | | Heartsmart sessions termly. PSHE sessions. PSHE weekly assemblies |
| 13. Discusses how the school will work with the wider community to resolve issues out of school | √ | | |
| 14. How the school escalates concerns using the Pathway to Provision to access further support for pupils and their families | √ | | |
| 15. Is clear that any instance which a safeguarding risk may be will be shared with the DSL and taken to the MASH if appropriate | √ | | |
| F. Recording and Evaluating the policy | | | |
| 1. Says how reports of bullying will be recorded | √ | | Governor reporting at termly meetings |
| 2. Says who is responsible for coordinating and analysis of the recording system | √ | | |
| 3. Shows how the information is used by staff to resolve issues and monitor trends | √ | | |
| 4. Discusses how the school community will be consulted on whether the policy is working | √ | | |
| 5. Mentions when the policy will be reviewed | √ | | |
| G. Strategies for preventing bullying –the policy: - | | | |

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| 1. Discusses how the school encourages co-operative behaviour and improving the school climate by promoting British values | √ | | |
| 2. Explains how the school teaches children and young people about relationships as part of a planned PSHE and Relationships/Relationships & Sex Education programme Heartsmart programme | √ | | |
| 3. Makes clear any programmes the school has been involved with to ensure their AB work is fit for purpose- for example The All Together project | √ | | NSPCC work completed by all classes. Counselling sessions available completed by the mental health support team. |
| 4. Highlights any whole school work such as Anti-bullying week and Safer Internet day | √ | | Available on google classroom for evidence. Newsletters given to parents. |
| 5. Describes any peer led interventions | √ | | |
| 6. Offers support to vulnerable groups including any additional support for those with protected characteristics or other vulnerable groups | √ | | |
| 7. Outlines any staff training opportunities | √ | | Bespoke training and support packages offered |
| 8. Discusses any support offered to parents/carers | √ | | |
| 9. Any involvement in support in the community | √ | | |

Useful organisations are utilised by Springbank Academy

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners.

Cyber-bullying and online safety

Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizine: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online. This includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
Advice provided by the **Anti-Bullying Alliance** on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PHE Association – guidance and lesson plans on improving the teaching of mental health issues.

Race, religion and nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

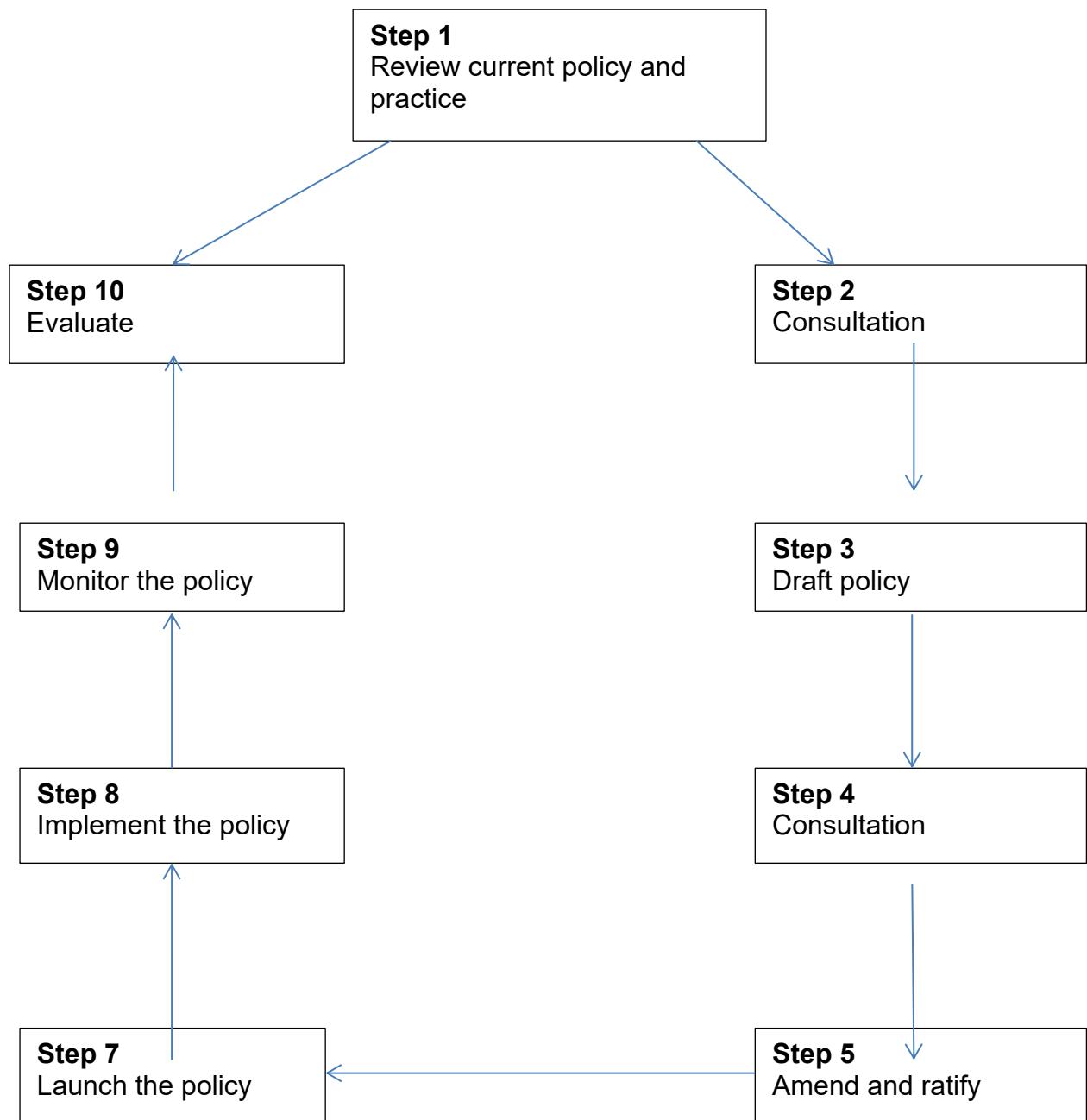
Sexual harassment and sexual bullying

Ending Violence against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

The Policy Development Process



Anti-Bullying Policy

Introduction

At Springbank Academy we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and child on child abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy will be formulated in consultation with the whole school community with input from:

- The staff team.
- Governors.
- Parents/carers.
- Children and young people.
- Other partners.

This policy is available:

- Online at www.springbankacademy.co.uk.
- From the admin office.
- A leaflet is available for all parents/carers.

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and

appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is Mr Adam Lumley. Deputy Designated Safeguarding is Mrs Kerry Williams, Mrs Caroline James and Ms Sara Dunn.

Our Safeguarding Officer is Mrs Dawn Wigley.

Safeguarding is the responsibility of all, however all staff, parents and pupils are made aware of who to report to and how to report any safeguarding concerns.

The Anti-bullying Coordinator in our school is: - Mrs Lee Aubrey and Mr Adam Lumley.

Their responsibilities are: -

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practise.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: - Ms Sara Dunn.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

Child on Child Abuse

This can include but is not limited to: -

- Bullying including cyberbullying.
- Sexual violence and sexual harassment.
- Physical abuse.
- Sexting.
- Initiation/hazing, violence and rituals.

(See Child on Child Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Child on Child policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:

- young people.
- young people and staff.
- between staff.
- individuals or groups.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age.
- being or becoming a trans person.
- being married or in a civil partnership.

- being pregnant or having a child.
- Disability.
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage.
- religion, belief or lack of religion/belief.
- sex /gender.
- sexual orientation.

These are called 'protected characteristics'.

As part of the requirement on schools to promote the school's STARS and GEMS fundamental British values, we will must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers.
- looked after children.
- bullying related to home circumstances.
- bullying related to appearance or health.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges and carries out its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites.
- Posting prejudice /hate messages.
- Impersonating someone online.
- Public posting of images.
- Exclusion.
- Threats and manipulation.
- Stalking.

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Systems for reporting: -

All incidents with children and young people in school, including bystanders, are reported to the Lead Behaviour Senior Leader using the school's bullying format. The incidents are reported to the Local Governing Board each term. There is full involvement of the parents/carers and the members of the staff team witnessing the incident. We have a 'yell and tell' culture and children know that there are a range of people to report any bullying incident to.

Any incidents with parents/carers or staff and visitors will be dealt with by the school's Safeguarding Officer and dealt with in the same rigorous way. Often legal services/LADO/governors/police/HR are informed and utilised for support. The same form as for pupils will be used.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

- Interviewing all parties including target, bully and all others involved.
- Informing parents/carers.
- Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken.
- Implementing appropriate staff code of conduct disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Following up all reported incidents, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions.
- Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH.
- Liaise with the lead for young carers and looked after children where appropriate.
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAf if appropriate.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator. CPoms is now embedded.

Prejudice related bullying/incidents will no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and

development of the policy. This information will be discussed by staff through regular email briefings.

This information will be stored in accordance with GDPR.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Springbank Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies used: -

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values.
- Anti-Bullying week annually in November and Safer Internet Day in February.
- RHE/PSHE/Citizenship lessons, drop down days and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias.
- Celebration events.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety.
- Student voice.
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives.
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups.
- Ensuring that images and materials used reflect all groups in British society.

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice.
- Counselling and/or Mediation schemes.
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers

Parent groups

- Parent information events/ and there is information-on the school website.

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
- Encouraging all staff to model expected behaviour.
- Staff training around curriculum delivery of PSHE related curriculum areas.

- Anti-bullying Alliance online training modules for all staff.

Links with other policies

| Policy | Why |
|------------------------------------|---|
| Child on Child Policy | Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation) |
| Behaviour Policy | Rewards and sanctions, Codes of conduct |
| Safeguarding Policy | Child protection and Contextualised Safeguarding |
| E-safety and Acceptable use policy | Cyber bullying and online safety |
| Equalities policy | Prejudice related crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics |
| Confidentiality Policy | Reporting and recording |
| PSHE/Citizenship | Strategies to prevent bullying as part of a structured PSHE programme |
| Complaints' Policy | Guidelines to make a complaint if families are not happy with the school's response |