Mount Hawke Academy Anti-Bullying Policy

1. Aims of Mount Hawke Academy

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To provide a wide variety of activities, visits and special events which enrich children's learning
- To awaken and develop every child's sense of self-worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live

2. Policy Rationale

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented. (Preventing & Tackling Bullying DfE 2014)

Everyone at Mount Hawke Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

We aim to provide a healthy social, learning & working learning environment in and around the school and to provide a clear message to children, staff and parents that bullying behaviour is unacceptable and will not be tolerated.

This document outlines how we make this possible at Mount Hawke Academy.

3. Definitions of Bullying & Harassment

3.1 What is Harassment?

Harassment is when someone is worried or annoyed repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

3.2 What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing & Tackling Bullying DfE 2014) This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. Our definition of bullying is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings making you feel sad or scared." The school works hard to ensure that all pupils know the

difference between bullying and the “falling out” that occurs within friendships. We take into account that child development research suggests that young children do not have the cognitive capability to be intentionally cruel, or to abuse a power differential. Bullying involves planning and complex thought. The ability to discern right from wrong (and how to systematically humiliate a peer) generally does not develop until the age of six or so.

4.0 Types of Bullying

Bullying may take various forms, including:

4.1 Physical:

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical aggression
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch).

4.2 Verbal/Psychological:

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual
- Innuendo
- Spreading of rumours
- Making inappropriate comments e.g. in relation to appearance.

4.3 Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying.

Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences

• Negative stereotyping on the basis of race, gender, sexual orientation, ability (etc., as above)

• Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises

• Not actively discouraging such material from within the school community

• Refusing to use one's chosen name or personal pronoun

• An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual

• Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression e.g. calling another child who fouls at football 'gay', or referring to an object as such.

4.4 Sexual:

• Unwanted / inappropriate physical contact

• Sexual innuendo

• Suggestive propositioning

• Exposure to age-inappropriate themes or material

• Distribution / display of pornographic material aimed at an individual

• Graffiti with sexual content aimed at an individual.

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

4.5 Gifted / Talented:

• Name calling, innuendo or negative peer pressure based on high levels of ability or effort

• Ostracism resulting from perceptions of high levels of ability.

The above categories of bullying are not mutually exclusive.

5.0 Cyber-Bullying (Please refer to our Digital Safeguarding Policy)

5.1 What is cyber bullying?

"Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

Seven categories of cyber bullying have been identified:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

- Picture/video-clip bullying via mobile phone cameras or other mobile devices is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.

- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

- Bullying through instant messaging (IM) or social media (Facebook, Snapchat, Instagram, etc.) is a form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online or via mobile devices.

- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.

There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

5.2 Keeping our pupils e-safe

• Clear policies & procedures are in place for all members of the school community about the use of mobile phones & social media at school and at other times when young people are under the school's authority

• All e-communications used on the school site or as part of school activities off-site are monitored

• Internet blocking technologies are continually updated and harmful sites blocked

• Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school

• We work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice e.g. engagement in annual Safer Internet Day, e-safety updates & meetings for parents

• Children are not permitted to bring mobile phones into school except in exceptional circumstances where agreed by the head of school

• If a cyberbullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, Mount Hawke Academy will take the following steps:

- Advise the child not to respond to the message

- Refer to relevant policies, e.g. e-safety/acceptable use, anti-bullying & PSHE and apply appropriate consequences

- Secure and preserve any evidence

- Notify parents of the children involved

- Consider delivering a parent workshop for the school community

- Consider informing the police depending on the severity or repetitious nature of the offence.

The school recognises that some cyberbullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986

• If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or a member of staff, Mount Hawke Academy will also:

- Inform and request that the comments be removed if the site is administered externally

- Secure and preserve any evidence

- Endeavour to trace the origin and inform the police as appropriate.

• Records of any cyberbullying are kept within MyConcern, along with our Class Information Folders and pupils are advised to keep a record of the bullying as evidence. In all cases the parents are informed.

6.0 Vulnerability to radicalisation or extreme viewpoints (Please refer to our Prevent Policy)

We recognise our duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is ‘a set of ideas which could justify vilification or violence against individuals, groups or self.’ Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of equality and diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

7.0 Actions to Tackle Bullying

We recognise bullying as being when a person has or demonstrates a basic disregard for another person as a human being. We do not claim to be a bullying-free school but equally we are not into labelling any child. We are continually committed to being a friendship-focused school.

7.1 At Mount Hawke Academy, we promote a high-profile, proactive, whole-school approach to the importance of friendship and our school family. We seek to be pre-emptive and preventative in our approach to bullying-type attitudes and behaviour.

We proactively harness our school ethos and values to teach friendship skills and to nurture empathy on a daily basis. We regularly remind the children of our five key school rules – we are ready to learn, we respect each other, we take good care of equipment, we are calm, we follow directions. We create and celebrate together opportunities for our pupils to "do good". We also seek to encourage our pupils to exercise "good will" i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable. Our programme of school assemblies provides a vehicle to reinforce our zero tolerance to bullying behaviour by inspiring the children to speak up when they encounter unkind behaviour or bullying. Pupils are encouraged to let adults know if they are feeling upset or worried, either by finding a trusted adult at school or at home. We recognise that talking about feelings, and having a language of feelings, is one of the cornerstones of emotional literacy and we include such conversations in many lessons, including PSHE.

7.2 We use the wider curriculum whenever possible to reinforce the inclusive ethos and values of the school, and to help pupils to develop strategies to combat bullying-type behaviour through:

- Class work
- Our PSHE scheme of work and Thrive
- Our annual Anti-Bullying involvement in National Anti-Bullying Week in November and Safer Internet Week in February. Both these also create an opportunity to highlight and work upon issues relating to bullying and improving self-assertion skills. We use all of the above opportunities to reinforce a common understanding and use of 'anti-bullying' language

7.3 We employ a range of strategies to respond to bullying attitudes or behaviour:

- We use Circle Time as well as role-play and other drama techniques. If held regularly, these can be effective ways of sharing information and providing a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. They can also be used just within the affected group to confront harassment or bullying that already exists
- Victims of bullying who are worried about openly discussing an incident can be encouraged to go to their teacher or TA or another adult they can trust in the school. The children are regularly reminded to remember the names of trusted adults to

whom they can turn in times of concern. The children are also encouraged to have a ‘worry friend’ to turn to.

- Non- confrontational anti-bullying strategies are shared & discussed with victims of bullying for them to try out & personalise i.e. walking away, ‘fogging’, use of humour, assertive behaviour

- Children are encouraged to report bullying-type attitudes and behaviour. Someone may be assigned to support individuals who may be being bullied. Playground buddies may be appointed to work with a named child, encouraging good play or when a child needs a friend. These buddies are not to take responsibility for the behaviour of others, but to help develop confidence

- Victims of bullying are offered the opportunity to talk to a trusted person. Relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) are available on display throughout the school

7.4 We actively promote e-safety and digital literacy and teach safe ways to use the developing technologies. Within the ICT curriculum, as well as cross-curricular learning with ICT links, we teach pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights.

7.5 We recognise that it is responsibility of every member of the school community to model, encourage and reward positive behaviour throughout the school day and to challenge bullying attitudes or behaviour of any kind. All adults in the school also have an important role to play in the prevention of bullying and must act to prevent situations which they see arising. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond. Parents are never expected to deal with or to intervene in behavioural incidences or issues between children. They are asked to share this information with the school.

At Mount Hawke Academy, we all have a responsibility to:

- read this policy

- understand it

- ensure that our practice is always in line with it

- be proactive in implementing it

- continually seek to further improve our behaviour management skills

Members of the school are made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. At all times we focus on positive relationships and social interaction in order to strengthen school community cohesion.

7.6 We are always vigilant for signs of bullying. Upon discovery of a suspected or actual incident of bullying, we discuss the issues with the child/ren appropriate to their age and level of understanding. If the incident is not too serious, we will look to

adopt a problem solving approach, where children are supported to find their own solution/s through discussion with a teacher present, if this is considered appropriate by the victim. Adults must remain neutral, non-judgemental and non-confrontational. Closed questioning is generally seen as accusatory or interrogational in style and could prove counter-productive. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

7.7 All reported incidents of bullying are investigated and taken seriously by staff members. A record is kept of incidents on MyConcern or within Class Information Files.

8.0 Responding to Bullying

8.1 We seek to work in partnership with all the children involved in any bullying-related behaviour to resolve concerns about perceived or actual bullying. All behaviour, bullying or otherwise, is a form of communication. We must remember that for a child who bullies this can often be their only presented identity and one in which they feel comfortable and secure. Bullies can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support both the victim and the bully. This should include allowing the bully ways in which to adopt a more successful and purposeful role and identity within the school community.

8.2 We are committed to a strong partnership between the home and school. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure a safe and positive school environment for all our children and their families. Where parents or carers may have a potential bullying-related concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss perceived or actual bullying or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying itself or an assault on their child and can result in the incident escalating far beyond the original intention. We also ask and expect parents to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind. There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect. Instead, we ask that any concerns are shared with the child's class teacher in the first instance and then with the Head of School if the matter is not resolved.

8.3 Responding to Bullying – the Bully

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable

pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. (Preventing & Tackling Bullying DfE 2014)

Where bullying occurs at Mount Hawke Academy, in all cases we make the bully aware that bullying is never tolerated.

Key points in our response to bullying are:

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up promptly and repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and bully(ies) or adult and victim
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- note-taking and record keeping where appropriate
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- class discussion in circle time (No names approach).

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore, it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible. If bullying persists further strategies will be adopted:

- consequences as those listed in our Behaviour for Learning Policy
- discussion with parents, both to inform parents and to find a way forward together
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity).

8.4 Responding to Bullying – Supporting the Victim

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

8.4.1 Bullying by pupils:

Our children are made aware that they do not 'deserve' to be bullied. They are regularly reminded that they will be supported and taken seriously if they report concerns about bullying. We remind them that 80% of bullying is witnessed by onlookers so they need not worry about having to speak up on their own. They will be listened to and will be supported by their peers and by staff. We seek to work with both the bully and the victim, as well as class mates and friends. We work, over time, using strategies to empower them to 'STAND UP AND SPEAK OUT'.

8.4.2 Bullying by staff:

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support our pupils if staff are not working together as a team. We aim to support individuals who may be experiencing harassment or bullying at work and endeavour to help them find ways to tackle such behaviour. We will use documents such as the NUT guidance on how to deal with harassment and bullying to take a pre-emptive and proactive approach to any allegations of bullying. This may include additional training, mediation, removal of staff from certain environments, or re-assertion of job descriptions and roles. We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be addressed, even if they appear comparatively minor. All bullying among staff should be immediately reported to the Head of School. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

8.4.3 Bullying by parents:

Where a school representative experiences intimidating, harassing and/or aggressive behaviour from a parent or carer, the school will take appropriate action. This bullying behaviour could happen face to face or it could take the form of untrue, inaccurate, abusive or defamatory postings, relating to them, being shared on social networking sites. The Head of School will contact those responsible for such behaviour and/or postings inviting them to address any legitimate concerns about the school via the appropriate and established channels, e.g. the complaints procedure. Similarly, where parental behaviour and/or online content is critical of the leadership and management of the school but not personally abusive, the Head of School, Executive Principal or Hub Councillor will contact and meet with those responsible for the postings. It may be appropriate for the Head of School, Executive Principal or Hub Councillor to consider online parental behaviour in the same way as if the actions or comments were made in a face-to-face context. The school may decide to contact Aspire Academy Trust legal services for guidance. There may be circumstances in which police involvement is appropriate. These include where postings have a racist element or where violence is threatened or encouraged.

9.0 Bullying Outside the School Premises

The school is not directly responsible for bullying outside the school premises. However, we are mindful of our safeguarding duties & responsibilities. Teachers

have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. 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 should be investigated and acted on. The Head of School 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. (Preventing & Tackling Bullying DfE 2014) We aim to influence children’s attitudes to help to decrease incidents of our pupils bullying outside school. We will empower our pupils to apply our positive behavioural strategies out of school to encourage local community cohesion. Pupils are encouraged to tell an adult, family member or teacher, if they are bullied outside school. Steps taken might include:

- discussion with parents of bully and/or victim
- talking to members of the wider community who may have reported a bullying incident
- talking to the local police e.g. PCSO
- talking to specific pupils about how to handle bullying outside the school’s premises
- following up with a whole-school response e.g. focused assembly

10.0 Parental Involvement

We seek to work in partnership with parents and carers to resolve concerns about perceived or actual bullying. When deemed necessary, the parents of bullies and their victims will be informed of the relevant incident and the action that has taken place. They are asked to support strategies proposed to tackle the problem. Both the bully and the parents are reminded of the possible consequences of bullying and the consequences for repeated incidents will be clearly explained to them. A monitoring tool may also be used, usually incorporating a reward or incentive (stickers, etc) for achieving desired behaviours, including gaining a position of responsibility or trust. Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Mount Hawke Academy, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources, such as the Behaviour Support Service.

11.0 Links to Other Policies

This policy, and our whole-school approach to behaviour management, integrates with and should be used in conjunction with the following related policies:

- Behaviour Plan

- E-Safety Policies (ICT Usage, Data Handling & Protection, Technical Security & Digital Safeguarding)
- Equality Information & Objective Policy
- SEN Policy
- Physical Intervention Policy
- Safeguarding & Child Protection Policy
- Tackling Extremism – Prevent Policy

12.0 Implementing the Policy

The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will never be tolerated
- bullying should be reported
- bullying will always be responded to.

13.0 Training & Continuing Professional Development

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered. In order to ensure that all staff have the appropriate skills, knowledge and understanding to successfully nurture positive behaviour, to challenge bullying-type behaviour and to deal effectively and supportively in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- in-service training led by school based staff
- in-house individual support with staff with identified best practice
- in-house support on behaviour management issues specific to a key stage/cohort/pupil group
- in-service training led by outside agencies or consultants
- centre based training led/coordinated by the Trust for staff and hub councillors
- local or national conferences featuring specialist speakers on the subject.

Positive behaviour management is incorporated into all our Tier 1 and Tier 2 Safeguarding Training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 Safeguarding Training, including Team Teaching, to ensure effective focused behaviour management for some of our most vulnerable pupils.

14.0 Monitoring and Evaluation

We seek to remain abreast of all DfE & Ofsted advice & guidance which outlines the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying

strategies in schools. We need and expect consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil. The effectiveness of our day-to-day behaviour management is monitored and evaluated through:

- observing and feeding back to staff on observed good practice and areas for development

- facilitating ongoing dialogue between members/groups of staff and additional agencies, if involved

- ensuring that the appropriate individual or group (class teacher, key stage coordinator, Pupil Welfare Group, SLT) is involved in assessing & responding to general or special behavioural issues

The Head of School and Executive Principal, using ongoing staff & Hub Councillor discussion, monitor, evaluate and revise where necessary, the effective implementation and impact of this policy using a range of sources:

- Pupil, parental & staff survey feedback

- Hub Councillor reports

- General incident reports

- Class behaviour tracking overviews

- Pupil behaviour tracking overviews

- Bullying and harassment logs (MyConcern, Class Information Folders).

The above records are also monitored and evaluated by the Safeguarding Hub Councillor. Our whole-school approach to behaviour management aims to encourage good behaviour and consideration towards others. If our Behaviour for Learning Policy & our Anti Bullying Policy are implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences, and those which occur are dealt with swiftly and effectively. In order to ensure effective monitoring & evaluation of such occurrences, and to facilitate co-ordinated action, all incidences of suspected and proven bullying must be reported to the Head of School. The range of sources mentioned above are maintained by the Head of School to allow the school to monitor and evaluate both quantitatively and qualitatively:

- The frequency and range of behavioural incidences
- The frequency and causes of bullying incidences
- Any patterns or trends in bullying behaviour.

January 2017

This policy will be reviewed annually.