

Pound Hill Infant Academy Preventing Bullying policy

1. Introduction

- 1.1 This policy has been written following the guidance outlined in Keeping Children Safe in Education pg. 8, paragraph 13 and must be read in conjunction with Pound Hill Infant Academy's Behaviour for Learning Policy.
- 1.2 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.
- 1.3 We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.
- 1.4 We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.
- 1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

2. Aims and objectives

- 2.1 The aim of this policy is to provide a framework for:
 - Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
 - Identifying clear procedures for the reporting and investigation of incidents;
 - Ensuring consistent and appropriate sanctions are in place for those who bully;
 - Ensuring support mechanisms are in place for children who are bullied and for those who bully;
 - Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
 - Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.
- 2.2 By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

- 3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.
- 3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.
- 3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.
- 3.4 Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.
- 3.5 Bullying is therefore:
- Deliberately hurtful;
 - Repeated, often over a period of time;
 - Difficult for victims to defend themselves against.
- 3.6 It can take many forms but the main types are:
- Physical - hitting, kicking, and taking another's belongings;
 - Verbal - name calling, insulting, making offensive remarks;
 - Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
 - Cyber – name calling, insulting others, spreading rumours or images.
 - Psychological bullying - defined as any kind of intentional and purposeful mental abuse.
- 3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:
- Racial harassment and racist bullying;
 - Sexual and gender-based bullying;
 - The use of homophobic language including biphobic and transphobic references, including deadnaming;
 - Bullying of students who have special educational needs or disabilities.
- 3.8 Students may become involved in bullying because they:
- want to dominate others and improve their social status
 - have low self-esteem
 - have a lack of remorse or fail to recognise their behaviour as a problem
 - feel angry or frustrated
 - struggle socially
 - have been the victim of bullying themselves

4. Preventing bullying

4.1 Strategies employed with our pupils

Every child has the right to feel safe, happy and be able to learn. It is therefore vital that, if a child in the class is putting this at risk, the right support is put in place so that other children are protected. This is in conjunction with the academy's learning and behavior policy.

Expectations for maintaining pro-social and pro-learning behaviour focuses on what the children need to do in order to:

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|---|------------------------|---|
| a) Feel safe | Pro-social behaviour | } |
| b) Feel happy and good about themselves | | |
| c) Be able to learn at their best | Pro-learning behaviour | } |

Examples we use as a starting point for our discussions with children are as follows:

Pro-social skills	Pro-learning skills
<p>We will:</p> <p>Show kindness to everyone and look after each other</p> <p>Always think about the feelings of others</p> <p>Take turns and share</p> <p>Stay calm when things go wrong</p> <p>Look after our belongings and those of other peoples</p> <p>Listen to our friends points of view, even when we disagree</p>	<p>We will:</p> <p>Listen when others are speaking</p> <p>Concentrate on our learning</p> <p>Keep on trying even when things are hard</p> <p>Ask for help when we need to and learn from each other</p> <p>Challenge ourselves to help us learn</p> <p>Use classroom resources to become independent in our learning</p>

In addition, all members of the academy community are expected to act in accordance with our academy values: **care, respect, independence, success and perseverance** and to model behaviours such as courtesy and good manners that we feel are vital to our friendly community. There is specific reference to the understanding of bullying in academy assemblies (see Collective Worship) and PHSE lessons.

If the use of a) the 5 Point Response Plan, b) work on the missing skills and c) scaffolds and adjustments to help whilst these are still developing isn't proving sufficient, it may be the child needs different provision whilst they develop the necessary skills to practise key executive function skills. This will be recorded in an individual plan – stage 5.

What will happen when a pupil is not keeping to expectations?		
Stage 1	<p>Child demonstrates behaviour which falls into the low or mid level categories outlined below:</p> <p>Staff response: 5 Point Response Plan steps 1-3 to get the child back on track Calm assertion of expectations and explain the consequences and choices, Assert expectations with firm explanation and set boundaries Connect Support the child with ideas to help and strategies to try to enable them to achieve.</p>	<p>Child demonstrates behaviour which falls into the high level categories outlined below:</p> <p>Staff response: Move directly to Stage 4</p>
Stage 2	<p>If stage 1 is not successful (i.e - Child continues to demonstrate behaviour which falls into the low or mid level categories outlined below):</p> <p>Staff immediate response: Repeat of 5 Point Response Plan to get the child back on track steps 1-3</p>	<p>Child demonstrates behaviour which falls into the high level categories outlined below:</p> <p>Staff response: Move directly to Stage 4</p>

	<p><u>VISUAL CARD (Stop and think)</u>to show that this is the last steps before the consequence is carried out (that can be revoked through supportive strategies and choices made by the child that can demonstrate a change of behaviour to meet expectations)</p> <p><u>Follow-up : 1:1 listening and problem solving (Steps 4/5 of the 5 points Response plan)</u></p> <p>Repair (if child's behaviour has impacted on others)</p> <p>Clean Feedback Tool</p>	
The child should be offered the chance to take time to reflect on their behaviour. This should happen in the allocated Safe Space for that class.		
Stage 3	<p>If stage 2 is not successful:</p> <p><u>Staff immediate response: VISUAL CARD: Turn it around faces.</u> Child is given limited choice of time away from the main group, a suitable consequence for the behaviour will be given (Take visual card with them – to understand what now needs to be done to turn it around and revoke the visual card)</p> <p><u>De-escalation strategies to be used as appropriate</u></p> <p><u>Follow-up</u></p> <p><u>Explain the natural consequences and why the consequence was given (relate to bigger picture of being happy, safe and learning)</u></p> <p><u>Quick Coaching Conversation – In the form of a 5 minutes formal follow up, during lunch or break time</u></p> <ul style="list-style-type: none"> — Introduce without judgment — Listen to understand — Present own / other's needs — Invite to problem solve in order to work out how to manage better next time • Parents informed via telephone <p>This can be repeated 3 times before moving onto Stage 4 because we understand that children take time to build new neural pathways.</p>	
The pupil should be offered a 'lifeline' (the chance to take time to reflect on their behaviour). This should happen in the allocated Safe Space for that class.		
Stage 4	<p>If stage 3 is unsuccessful (or if the child demonstrates behaviour which falls into the high level category outlined below):</p> <p><u>Staff immediate response: VISUAL CARD: Turn it around faces</u> Child is given time away from the class with a member of the SLT where possible – possibly in Jupiter.</p> <p><u>De-escalation strategies to be used as appropriate</u></p> <p><u>Follow-up</u></p> <p><u>Coaching Time – 10 – 15 minute formal follow up</u></p> <ul style="list-style-type: none"> — Child to identify their unmet needs (their stressors) — Make sense of their response — Find out the child's strengths and missing skills and how to improve them — Child to choose what they need to be at their best next time <ul style="list-style-type: none"> • Repair the situation with support • Parents informed via telephone • This can be repeated 3 times before moving onto Stage 5 <p>If this behaviour persists, phone consultation to be arranged with parents, teacher, Sendco /SLT. At this point, an Individual Action Plan may be deemed appropriate.</p>	
Stage 5	<p><u>Individual Support Plan (Coaching Programme)</u></p> <p>If a child is demonstrating a pattern of not meeting expectations; the child will need an Individual Support Plan, (Coaching Programme) which will be developed by the SENDCo and shared at a meeting led by the SENDCo with parents, class teachers and a leader. The child's ISP will ensure that appropriate adjustments and scaffolds are put in place to support children to:</p> <p>Become more aware of their triggers</p> <p>Develop strategies for managing triggers and emotions and self-regulation</p> <p>Make progress in lagging Executive Function Skills</p>	

	Alternative Provision Alternative provision arrangements may need to be made whilst skills to manage in the classroom are being developed. This may mean that a pupil works within another setting (another classroom within the academy; an individual designated workspace; or in some cases within another academy).
Repair should take place at all stages if the child's actions have had any impact on others around them	

Low-level behaviours – behaviour that impacts learning of self but can be corrected swiftly	Mid-level behaviours – behaviour that begins to impact learning of others	High-level behaviours – behaviour that impacts safety
Child needs reminding to demonstrate pro-learning behaviours Child needs reminding to stay on task *Awareness of repeated and consistent low level behaviours towards another pupil	Child's behaviour begins to impact on the learning of others in the classroom Child is not demonstrating pro-social or pro-learning behaviours despite being reminded Child needs reminding to follow instructions Use of inappropriate language (where no swearing or derogatory terms are used) Bullying another child – these behaviours may be hidden and small, but build up. (verbal, physical and psychological)	Physical aggression towards other children or staff Absconding from the classroom Child is non-compliant with adult instructions Use of offensive language (e.g. derogatory language, swearing or racist language) Bullying another child – as above and previously, whilst incidents may appear to be low or mid if isolated, if identified as bullying, this will be treated as a high level behaviour.
The above behaviours will be managed from stage 1 onwards		The above behaviours will be managed from Stage 4 onwards and may require physical restraint as a last resort.

4.2 Cyberbullying

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the academy systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
- Where incidents of cyber bullying are reported and inappropriate use of our school ICT systems is noted, it may be that the child's use of these systems is restricted. This would be agreed by the Computing Leader and Principal, in conjunction with the parents.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

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

4.3 Strategies employed with our staff

Please find full details of awareness raising and staff training provided to all staff members:

- Annual safeguarding training
- Regular safeguarding updates from the academy's Designated Safeguarding Lead.
- All staff are aware and receive training on the academy's Behaviour for Learning policy and preventing bullying policy. This training is delivered by the Senior Leadership team.

4.4 Strategies employed with our parents

4.3.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

Please give details of how the academy communicates issues around bullying with parents/carers. For example:

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- change their usual routine
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- beginning to be poorly at school, raising a concern to be a pattern of absence and/or behaviour
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- being unkind to other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/workshops/information sent home and our website.

5. Reporting bullying incidents

5.1 Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to a member of the SLT, academy Welfare Learning Mentor and/or the academy's Family Liaison Officer

Pupils will be coached to reassure them that they do not deserve to be bullied and this is not their fault.

Parents can report reports of bullying behaviours to the academy's Senior Leadership team, via the academy office (office@phiacademy.org.uk) or directly to the academy inclusion email account (inclusion@phiacademy.org.uk)

6. Investigating bullying incidents

- 6.1 In response to reports of bullying behavior within the academy, the academy's Senior Leadership will lead on investigating the concern raised. A member of the Senior Leadership Team will then interview the pupil(s) involved in bullying separately and listen to each version of events. They will also talk to anyone else who may have witnessed the bullying. Following the thorough investigation (adhering to the Equalities Act 2010), parents/carers will be contacted by the Senior Leadership Team to discuss the findings and actions that the academy has decided to act upon. In addition, parents/carers may be invited into the academy, with their child (where applicable) at a mutually agreeable time to further support the academy's response to the reported bullying incident(s).

7. Responding to a bullying incident

7.1 Supporting the pupil who has been bullied

The Principal will be informed or in their absence the next Senior Leader in the Academy. This will be logged on CPOMS as a 'Bullying' Incident to enable the Principal and Safeguarding Officer to track any ongoing incidents. We will:

- Assure them that it was right to report the incident and encourage them to talk about how they feel;
- Try to ascertain the extent of the problem and engage them in making choices about how the matter may be resolved;
- Try to ensure that they feel safe and discuss strategies for being safe and staying safe;
- Record any incidents on CPOMS and ensure that both parties are listened to and their voices heard
- Seek to provide the opportunity for restoration through coaching, peer mediation and conflict resolution;
- Ask them to report immediately any further incidents to us;
- Affirm that bullying can be stopped and that our Academy will persist with intervention until it does.

The Senior Leader will also:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
- Affirm that it is right for pupils to let us know when they are being bullied;
- Adopt a joint problem-solving approach where this is appropriate; pupils will be involved to help us find solutions to the problem in line with The Empowerment Approach (see section 4). This will encourage pupils involved to take responsibility for the emotional and social needs of others.

7.2 Supporting the pupil using the bullying behaviours

Where bullying does occur this will be followed, by an immediate and appropriate response, in line with our Behaviour for Learning Policy. Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. Coaching will be completed with the perpetrator to enable them to understand the unmet need that leads to bullying behaviour and what they can do to address this need and prevent further incidents. (See section 4).

Members of the Senior Leadership will also inform pupils, responsible for bullying, that they will be monitoring such behaviour; and ensure that those involved know that we have done so. Further actions will be:

- Ensure that when bullying occurs, we contact the parents of the pupils involved at an early stage
- Keep records of incidents that we become aware of and how we responded to them (on CPOMS)
- Follow up after incidents to check that the bullying has not started again.
- Consider further preventative measures under our Academy's Behaviour and Learning policy, which may include:
 - Coaching sessions to mediate further between pupils or with the individual – these may take place during playtimes, lunchtimes or after school
 - Parents of those involved will be informed of any action taken.
 - Referrals to the Inclusion Team for social skills work or further intervention
 - Use of an alternative space for playtimes and lunchtimes to prevent any problems reoccurring
 - Referrals to wider professionals
 - Records will be kept on pupil files on CPOMS
 - As an absolute last resort, adhering to steps outlined in our Behaviour for Learning policy, it may be that fixed term exclusions would be used to allow time for the academy to put additional measures into place to prevent further occurrences.

7.3 Sanctions

Please see above.

8. Bullying outside of academy premises

8.1 Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

8.2 The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to students about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

9. Monitoring and Review

9.1 The Local Board have defined responsibilities for the monitoring of pupil welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report.

9.2

The academy will ensure that when bullying occurs, parents of the pupils involved will be contacted at an early stage

- The academy will keep comprehensive records of incidents of reports and investigations of bullying and subsequent actions on CPOMS
- Follow up after incidents to check that the bullying has not started again.

10. Legislation and associated policies

10.1 Legislation

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

10.2 This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

11. Further sources of information

11.1 The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects 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 ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[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.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specially includes new [cyberbullying guidance and a practical PSHE toolkit](#) for schools.

[Digizen](#): 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

[Barnardos](#): 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 freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[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 and 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 LGB 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.

[PSHE 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.

[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 advice 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.

<p>This policy was adopted on May 2021 This policy was reviewed September 2022 This policy is due for review on Sept 2023</p>
