

ANTI-BULLING POLICY



VANTAGE ACADEMY TRUST

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Responsibility: LGB

Approved by the LGB

Signature of Chair _____

*subject to any relevant changes in legislation or other appropriate guidelines



Anti-bullying Policy

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. Research suggests that bullying not only causes considerable suffering to individual pupils but also has a damaging effect upon school atmosphere. It is hard to see how a school can win the confidence of its pupils if it fails to deal with behaviour which so seriously damages the quality of their lives. (Discipline in Schools: Elton Report)

DfES research in 2003 showed that half of all primary school children surveyed said they had been bullied in the last year and thought bullying was 'quite a big problem' in their school.

Other relevant documentation: Behaviour Policy, Special Needs Policy, Racial Equality Policy

AIMS

Schools have a **duty of care** towards their pupils acting in **loco parentis**. Whilst we cannot guarantee that bullying does not occur at St James, the overall aim of this policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures. The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture. This policy sets out the strategies to be followed and the back up by systems in place to ensure effective implementation, monitoring and review.

THE NATURE OF BULLYING

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**. There are many definitions of bullying, but the Anti-Bullying Alliance bases its definition on the accounts of the victims of bullying. They consider it to be:

- ❖ deliberately hurtful (including aggression)
- ❖ repetitive or persistent
- ❖ based on an imbalance of power, leaving the victim feeling defenceless

Bullying can take many forms, but the main types are:

- ❖ **Physical:** pushing, hitting, kicking, pinching, threats, stealing
- ❖ **Attacking Property:** such as damaging, stealing or hiding someone's possessions
- ❖ **Verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- ❖ **Psychological:** such as deliberately excluding or ignoring people
- ❖ **Emotional:** tormenting, ridicule, humiliation, exclusion from social groups,
- ❖ **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- ❖ **Sexual:** inappropriate and uninvited touching, abusive comments, innuendoes
- ❖ **Cyber:** such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following:

- ❖ Race
- ❖ Religion
- ❖ Culture or Class
- ❖ Gender
- ❖ Sexual Orientation
- ❖ Gender identity
- ❖ Special Educational Needs or disability
- ❖ Appearance or health conditions
- ❖ Related to home or other personal situation
- ❖ Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

WHO IS INVOLVED IN BULLYING - AND WHERE

Bullying is widespread and occurs in all schools. Bullies may be either sex and any age. Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

Verbal bullying is common amongst boys and girls. Boys experience more physical violence and threats than girls, although physical attacks on girls by other girls are becoming more frequent. Girls tend to use indirect methods that can be more difficult to detect.

In schools it is more likely to occur where adult supervision is intermittent. In primary schools, up to three-quarters of bullying takes place in the playground. Schools are not directly responsible for bullying off their premises. **The principal's duty of care to prevent bullying only applies within the precincts of the school.** However bullying can take place on journeys to and from school. The bullying may be by pupils of the school or pupils of other schools. This policy encourages pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:

- ❖ inform the head of the school whose pupils are bullying off the premises;
- ❖ talk to pupils about how to avoid or handle bullying outside the school premises.
- ❖ inform the parents of the victims and arrange for them to be collected.
- ❖ inform the local police about the problem (if necessary seek a police presence at trouble spots)

WHY DO SOME CHILDREN BULLY?

Bullies pick on smaller, weaker victims as a way of making themselves feel better. Very often they are unhappy, have difficulty making positive relationships, are lacking self-esteem, or have inadequate role models and support systems in their lives. Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or their parent's divorce. Others are lacking in basic social skills and boundaries of acceptable behaviour; they are selfish, spoilt and care little for the feelings of others.

HOW DOES BULLYING START?

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- ❖ lacking close friends in school
- ❖ being shy
- ❖ an over-protective family environment
- ❖ being from a different racial or ethnic group to the majority
- ❖ being different in some obvious respect - such as stammering
- ❖ having Special Educational Needs or a disability
- ❖ behaving inappropriately, intruding or being a 'nuisance'

Pupils with **Special Educational Needs** or **disabilities** may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

SYMPTOMS OF BULLYING

Teachers can play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:

- ❖ be reluctant to attend school and are often absent
- ❖ be more anxious and insecure than others, become withdrawn and lack confidence
- ❖ have fewer friends or withdraw from friendships and often feel unhappy and lonely
- ❖ suffer a drop in standards of school work
- ❖ suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive
- ❖ stop eating, have nightmares
- ❖ have unexplained bruises, scratches, cuts
- ❖ start stealing or "losing" money and possessions
- ❖ show reluctance to go out at playtimes, asking for jobs or feigning illness
- ❖ ask to be sent home early or hang around school in order to leave late

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

DEVELOPING A TELLING SCHOOL

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- ❖ 1:1 Assertive Mentoring
- ❖ School-wide promotion of our Code of Conduct
- ❖ Parental survey
- ❖ Pupil survey
- ❖ Parental consultations
- ❖ School's Council meetings
- ❖ Playground friends
- ❖ Circle-time activities
- ❖ PSHE sessions
- ❖ Pastoral support via the Learning Mentors of class teachers

Surveys can reveal:

- ❖ how frequently pupils have been bullied
- ❖ what ways it has happened
- ❖ who the bullies are
- ❖ who victims tell
- ❖ what action was taken and its effect

Teachers should not immediately react to a suspected bullying case without further investigation.

Interviews can be useful - individually or in small groups - especially for children with moderate or severe learning difficulties. The class teacher or Learning Mentor should conduct these as the pupil-interviewer relationship can affect the honesty of the answers. Do it in private, but where both are visible to others. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them. Making notes during an interview can be distracting, so do them as soon as the interview is over.

Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they might need to use such information. Some children are prepared to write about their experiences anonymously, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

When bullies act in a gang they should be interviewed one at a time, without allowing the other participants the opportunity to collaborate. This should be followed by a group meeting to air all the individual comments in order to establish the facts and identify any ringleaders.

Involving parents early is essential, and they might wish to involve the police as necessary. Keep accurate records of incidents and the school's response to help with proceedings and protect the school from legal action. It is essential to follow-up after an incident to check that the bullying has not started again. Do this within about two weeks, and again within the following half-term. Immediately after intervention, the bullying is likely to stop. However, bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

REPORTING BULLYING

When a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school.

ROLES AND RESPONSIBILITIES

Staff: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

Senior Staff: The SLT team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Pupils: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult

SANCTIONS

Bullying is subject to school sanction just as any undesirable behaviour. The severity and frequency should be reflected in the level of sanction imposed. **When bullying has been reported, the following actions will be taken:**

- ❖ Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS
- ❖ Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing and evaluating the results
- ❖ Designated school staff will produce termly reports summarising the information, which the Principal will report to the governing body
- ❖ Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- ❖ Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- ❖ Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- ❖ Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The DfEE's guidance for local authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

Five key points:

- ❖ never ignore suspected bullying
- ❖ don't make premature assumptions
- ❖ listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth
- ❖ adopt a problem-solving approach which moves pupils on from justifying themselves
- ❖ follow-up repeatedly, checking bullying has not resumed

BULLYING OUTSIDE OF SCHOOL

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

DEROGATORY LANGUAGE

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored On CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

PREJUDICE-BASED INCIDENTS

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

PROMOTING THE POLICY

There are many opportunities to promote the policy:

- ❖ during assemblies and collective worship
- ❖ during normal curriculum coverage
- ❖ circle time activities
- ❖ PSHE activities
- ❖ School's Council meetings
- ❖ Role-play or stories
- ❖ Participation in 'Anti-Bullying Week'
- ❖ Anti-bullying SEAL unit promoted each year

CURRICULAR APPROACHES TO BULLYING

Anti-bullying forms part of an overall strategy for Personal Social Health Education and Citizenship, which aims to create an effective climate for learning and equip young people with skills and knowledge to prepare them for adult life.

Discreet PSHE, including anti-bullying, is timetabled for weekly Circle Time in all classes. In addition a PSHE unit specifically focused on anti-bully is taught in all year groups for a half term every year. The implementation of the programme is supported and overseen by the PSHE coordinator and behaviour manager.

The curriculum can be used to:

- ❖ raise awareness about bullying and the anti-bullying policy
- ❖ increase understanding for victims, and help build an anti-bullying ethos
- ❖ teach pupils how constructively to manage their relationships with others

Through the curriculum it is possible to explore such issues as:

- ❖ why do people bully each other?
- ❖ what are the effects of bullying on the bullied, on bullies, and on bystanders?
- ❖ what can we do to stop bullying?

STRATEGIES FOR REDUCING BULLYING

Our policy includes a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem. **We use a range of measures to prevent and tackle bullying including:**

- ❖ A child-friendly anti-bullying policy ensures all pupils understand and uphold the anti-bullying policy
- ❖ The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying (JIGSAW)
- ❖ School assemblies help raise pupils' awareness of bullying and derogatory language
- ❖ Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week
- ❖ The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- ❖ Stereotypes are challenged by staff and pupils across the school
- ❖ Playground buddies and pupil-led programmes offer support to all pupils, including those who may have been the target of bullying
- ❖ Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- ❖ Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups and through the anti-bullying survey
- ❖ Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

A) CO-OPERATIVE GROUP WORK

When this is integrated into normal classroom practice, pupils can:

- ❖ explore issues and controversies by considering different points of view
- ❖ be more tolerant of others and more willing to listen

- ❖ trust those of the opposite gender and those from other ethnic groups
- ❖ become better integrated into the peer group

Variants include trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:

- ❖ pupils work together and help one another, managing conflicts within the group
- ❖ there are tasks needing a group effort
- ❖ children share information and divide work towards common goals
- ❖ roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

B) CIRCLE TIME

Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- ❖ creates a safe space to explore issues of concern
- ❖ explores relationships with adults and peers
- ❖ enhances effective communication
- ❖ affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:

- ❖ focus on their own feelings and those of others
- ❖ listen to one another and tolerate others' views
- ❖ learn to take turns
- ❖ discuss difficult issues using a problem-solving approach

Playground Friends Pupil volunteers across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They attempt spot potential unrest, include isolates in activities and look after any children sitting on the "friendship bench".

D) BEFRIENDING

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:

- ❖ need friendly personal qualities
- ❖ give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- ❖ offer companionship and activities to peers who would otherwise be miserable and alone
- ❖ may share a common difficulty - for example bereavement

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer

and more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.

E) MEDIATION BY ADULTS

Methods focus on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.

- ❖ hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- ❖ get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
- ❖ chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying
- ❖ check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying
- ❖ check whether the bullying starts again or targets another pupil
- ❖ if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement, sanctions or a change of class.

The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, **including firm disciplinary ones.**

WORKING WITH VICTIMS

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults, including the teacher may dislike them. They may also bully weaker pupils.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

WHEN TOUGHER MEASURES ARE NEEDED

Where pupils do not respond to preventive strategies to combat bullying, the school will take tougher action to deal with persistent and violent bullying. Our Behaviour Policy sets out a range of clear sanctions to deal with unacceptable behaviour. The whole school community knows what sanctions will be taken and that they will be fairly and consistently applied (see Behaviour Policy: Sanctions). This can and does include permanent exclusion.

Where serious violence is involved, the head teacher can permanently exclude a pupil with immediate effect and for a first offence. Appeal panels have been advised that they should not seek to overrule such a decision on appeal.

INVOLVING PARENTS

Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

However, a significant few do hold unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.

PARENTS REPORTING BULLYING

Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously. The first point of contact for parents is likely to be the secretary or a class teacher. It is important that all staff know the school policy and when to refer parents to the Principal.

Good practice includes:

- ❖ recognising that the parent may be angry and upset
- ❖ keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- ❖ remaining calm and understanding
- ❖ making clear that the school does care and that something will be done
- ❖ explaining the school policy, making sure procedures are followed

When a case is referred to them, senior teachers should also:

- ❖ ask for details and record the information
- ❖ make a further appointment to explain actions and find out if it has stopped
- ❖ follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

PARENTS OF BULLIES AND VICTIMS

Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion **will** sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

PLAYGROUND POLICY (SEE BEHAVIOUR POLICY AND LUNCHTIME POLICY)

Our Behaviour Policy and Lunchtime Policy sets out clear guidelines for managing pupil behaviour during breaks and lunchtimes. They involve all staff, **especially** lunchtime supervisors, as well as pupils.

- ❖ Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- ❖ Efficient communication between supervisors and teachers is assured through the use of the "Playground" and "Incident" book as well as regular, verbal exchange.
- ❖ Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- ❖ Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- ❖ A lunchtime supervisor oversees the work of others, ensures effective communication, acts as the main contact point with the behaviour manager and ensures the reporting of incidents to class teachers. She monitors the "playground book" and informs teachers of anyone requiring attention.

STRATEGIES FOR REDUCING PLAYGROUND BULLYING

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore bullying.

This is achieved by providing:

- ❖ a stimulating range of playground equipment including footballs, basketball, rugby ball, skipping ropes, bowling, giant chess, giant draughts, hoop-las, hop-scotch etc.
- ❖ games and activities painted on to the playgrounds.
- ❖ designating areas for different activities –i.e. restricting ball games to the lower KS2 yard, games to the paved area of the upper KS2 yard etc.
- ❖ seating areas for conversation, calming down or observation and a "friendship bench".
- ❖ "Playground Pals" system of pupil mentors and monitors.
- ❖ separating areas -with low brick walls, fences, planting and changes of level.
- ❖ providing alternative activities with lunchtime clubs.
- ❖ staggered dinner sittings to reduce numbers on the yard.

HANDLING THE MEDIA

The media has turned bullying into an 'issue' which encourages parents and children to call often one-off incidents bullying, rather than a disagreement or fall-out. If approached by the media about an incident the following procedure should be followed to minimize sensationalism:

- ❖ Do not respond straight away. Tell them you will get back to them.
- ❖ Inform the Headteacher.
- ❖ Headteacher informs the Communications Team of the LA and seeks advice and support.
- ❖ Check the facts and discuss with colleagues as necessary.
- ❖ Either the Head or Communications Team prepare a brief statement about the situation, putting the matter in context and emphasizing the positive steps that the school are taking.

MONITORING AND REVIEWING

The Principal is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.