



Queen Berengaria School

Children are at the heart of all we do

Anti-Bullying Policy

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1. Introduction

Children and young people at Queen Berengaria School enjoy many rights. These include the right to be safe, learn in a supportive environment, enjoy, achieve and make a positive contribution to school life. This means being free from all forms of bullying behavior. Queen Berengaria School maintains a caring approach to children and any form of bullying, physical, verbal, racial, homophobic, sexist or other type of harassment will not be tolerated. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These

measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

We recognise that it is everyone's responsibility to prevent bullying from occurring. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

2. Aims and Objectives

Under the aims of this policy we have high expectations to prevent or eradicate any form of bullying from our community thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behavior promptly and consistently.
- Increase awareness and encourage children to seek adult involvement in the knowledge that they will be taken seriously.
- Give children strategies to deal with bullying, including being sufficiently assertive to object to unacceptable behaviour.
- Provide protection, support and reassurance for targets of bullying
- Help build an anti-bullying ethos in the school.

3. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'

- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' DfE (2018) 'Mental health and wellbeing provision in schools'

4. Definition

4.1 What is bullying?

DFE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct physical (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) or indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

4.2 Our school's definition of bullying

Queen Berengaria School adopts the definition used by The Anti-Bullying Alliance which defines bullying as: 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'

With the pupils we use the following simple definition:

Several Times On Purpose – STOP!

Start Telling Other People – STOP!

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

4.3 Types of Bullying

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks

- Emotional or relational - being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, 'gaslighting'
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture
- Homophobic or Biphobic - offensive remarks or behaviour because of, or focussing on the issue of sexual orientation
- Sexual- unwanted physical contact or sexually abusive comments
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex
- Transphobic - making someone unhappy based on their gender 'variance' or because they may not be perceived as conforming to typical gender norms/dominant gender roles
- Prejudicial - physical, verbal or emotional abuse of a person based on prejudices directed towards specific characteristics e.g. SEND or mental health issues
- Religious - offensive remarks made about an individual's faith or religion
- Bullying related to appearance or health conditions
- Bullying behaviour related to home circumstances

4.4 Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

5. Preventing Bullying

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- A safe environment is created in each playground through careful adult supervision.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school anti-bullying policy.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).

- Use of curriculum opportunities include: our whole school plan linking PSHE, citizenship and use of Jigsaw materials to whole school assembly themes; time-tabled slot for PSHE and circle time activities in each class.
- The school has clear rules and expectations which are explained each term in class and in assembly.
- We regularly reinforce the importance of 'values' through school values assemblies.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest antibullying ethos. E.g. monitoring of critical incidents forms by SLT; reporting and monitoring of racial and hate incidents by the Headteacher, Deputy Headteacher and Governors, and close regular monitoring of behaviour.
- Members of staff are trained to be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy.
- We actively promote 'positive contributions' both in school and in the wider community by praising children who demonstrate 'values' such as kindness or consideration. Certificates of recognition are given in Friday's achievements assemblies.
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity and by making links with and engaging the wider school community in this agenda.
- Pupils are taught that Queen Berengaria is a 'telling' school. Our children are encouraged to talk to teachers if they feel worried or frightened about anything. It is expected that all staff will take time to listen to children's fears and take them seriously. In all instances of bullying it is expected that they are reported to the Headteacher and recorded using My Concern.
- Parents are told that they should inform the school if they believe their child is being bullied. Parents who work or who are not able to come into school are able to contact the Headteacher via email and/or through Seesaw.

6. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus and begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- says they feel ill in the morning
- decreased involvement in school work
- returns home with torn clothes or damaged possessions
- missing possessions
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- gives improbable excuses for any of the above
- is bullying other children or siblings
- lack of appetite
- is frightened to say what's wrong

- is afraid or unwilling to use the internet or mobile devices
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becomes aggressive, disruptive or unreasonable – change of behaviour and attitude at home or school
- becomes short tempered

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

A person showing bullying behaviour is likely to have power over others. They may be over-confident, loud and assertive but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare /intimidate people whether they are children or adults. Often they have a deep sense of insecurity and may therefore try to persuade others to join in with them. They often spread upsetting rumours about people.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher who will investigate the matter and monitor the situation.

7. What to do if you are a victim of bullying

7.1 What to do if you are a victim of bullying (Child)

- Tell Mrs Hemlsey or Miss Milner – the Headteacher or Deputy Headteacher.
- Tell someone you can trust – Parent, grandparent, teacher, teaching assistant, friend.
- Try not to show the bully you are upset.
- Stay in a group and avoid areas where bullying can take place.
- Be assertive without being aggressive.
- If you are worried about telling someone that you are being bullied, leave a note in your worry box.

7.2 What to do if you are a victim of bullying (Staff/Adult)

- Speak to Mrs Hemsley or Miss Milner
- Follow the agreed staff protocol and procedures in the Staff Code of Conduct Policy. See terms and conditions of employment.
- Seek union advice.
- Tell someone you can trust – family member, colleague, SLT member, Headteacher, Governor.
- Try not to appear upset.
- Avoid situations where the bullying can take place; always take a witness.
- Be assertive without being aggressive.

7.3 What to do if you suspect a child or adult of being a victim of bullying

Silence is the bully's greatest protection. We therefore advise you to:

- Tell/Speak Out. You are not telling tales. Report your concerns.
- If possible take action. Show your disapproval. Take responsibility – be a good friend/colleague.
- Don't stand by – all people who witness bullying have a responsibility to inform a responsible person. Bystanders will be interpreted as indirect support for the bully.

8. Procedures for dealing with bullying

8.1 Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

8.2 Procedures

When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out below:

Where bullying is reported or suspected, the class teacher will initially talk to all children involved to examine the issues. Once the behaviour is identified as bullying the incident should be reported to the Headteacher or Deputy Headteacher. When investigating a report of bullying, liaison will take place with school staff as necessary.

- If a pupil is injured, they are immediately taken to medical.
- The victim, alleged bully and witnesses should all be interviewed separately.
- A witness should be used for serious incidents.
- Written records are made of all interviews.
- The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
- The alleged bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.
- On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.

- On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
- In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored for 2 weeks. At the end of this monitoring period, parents will again be contacted to check that all is well. If there is a recurrence, the class teacher will again talk to all children concerned and contact with parents will again be made as above.
- A written record is made of every incident of bullying using My Concern. Records are monitored for trends or patterns on a termly basis.
- If necessary, and appropriate, the police will be consulted.

Class teachers will be responsible for passing on relevant information to staff on duty so that vigilance can be maintained. Relevant feedback would be made to the teacher concerned when appropriate.

If a class is covered by a short/long term supply cover or temporary contract, the relevant Assistant Headteacher will be involved.

9. Sanctions

Sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

- Disciplinary penalties have three main purposes namely to:
 - Impress on the perpetrator that what he/she has done is unacceptable;
 - Deter him/her from repeating that behaviour; and
 - Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

In most cases the school will therefore follow the Behaviour Policy when enforcing sanctions. Special consideration will be given to the nature of the bullying behaviour when determining the sanctions and involving parents at the earliest opportunity.

Sanctions could include, but are not limited to:

- Writing an explanation or apology for the incident
- Withdrawal of break or lunch time privileges so that 'repair' work can be undertaken with the Headteacher to put right the wrong doing
- Discussion with parents with monitoring of behaviour in a behaviour plan/behaviour report card
- Monitored play-times

In extreme circumstances or instances of persistent bullying situations, it may be that the serious clauses within the behaviour policy come into action in terms of fixed term or permanent exclusions.

In conjunction with disciplinary sanctions, there are a range of other strategies that the school will use to combat bullying. These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. Schools are legally required to have a complaints procedure and to make parents aware of this procedure.
- Restorative approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.
- In some cases it may be necessary to organise circle of friendship situations to support a victim (and possibly also the person bullying) to form positive playground relationships.

10. Continued Support

As well as immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and will ensure that the pupil being bullied feels safe again.

Evaluation of school behaviour will form part of the school's ongoing self-evaluation processes and involve all staff.

11. Cyberbullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

11.1 Preventing and addressing cyber-bullying

E-safety practice is advocated at all times in school. At Queen Berengaria School the following will take place:

- To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others.
- We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
- The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
- Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyberbullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.
- Cyberbullying will be addressed at least termly through assemblies. It will be revisited informally through the year.
- Safer Internet Day will be used to reinforce messages regarding the safe use of technology.
- All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.
- Information for parents will be put on newsletters and published in the school's website; a meeting for parents to discuss internet safety will be offered annually.
- The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.
- All children, parents and staff sign an Acceptable Use Agreement

- All incidents of cyberbullying must be reported to the Headteacher. This can be done directly to staff or anonymously through class worry boxes.
- In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.
- The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Whilst the school recognises that cyberbullying may take place out of school hours, it will wherever possible, step in to mediate a suitable solution.

12. Peer on Peer Abuse

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

This abuse could for example include:

- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence
- all forms of bullying
- aggravated sexting
- physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

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

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

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

All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

Managing disclosures

- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.
- Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL/Headteacher.
- A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- Parents or carers of the children involved will be informed as soon as it is appropriate to do so.
- Support will be offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest).
- A referral to any relevant outside agency will be made e.g. Police or Social Care.

Confidentiality

- The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL will consider the following when making confidentiality decisions:
 - Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.
- Where a crime has been committed, reports will be passed to the police

13. Roles and Responsibilities

The School Governance Committee is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Senior leaders are responsible for:

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

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's senior leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher or headteacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

14. Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Website
Act Against Bullying	www.actagainstbullying.com
Advisory Centre for Education (ACE)	www.ace-ed.org.uk
Anti-Bully	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	www.anti-bullyingalliance.org.uk
Anti-bullying Network	www.antibullying.net
Beatbullying	www.beatbullying.org.uk
Bully Free Zone	www.bullyfreezone.co.uk
Bullying Online	www.bullying.co.uk
Childline	www.childline.org.uk
Kidscape	www.kidscape.org.uk
NSPCC	www.nspcc.org.uk
Parentline	www.parentlineplus.org.uk

15. Monitoring and Review

This policy will be reviewed regularly (usually every 12 months) by Subject Leaders, the Curriculum Leader and Headteacher. At every review, the policy will be shared with the School Governance Committee.

16. Links to Other Policies

All policies but particularly

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Directive