



Anti-bullying Policy for Pupils

Updated: 03-26
Prepared by: JOH

Next Review: 03-27
Approved by: TZL/Governors

Background

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. Following this the DCSF published a document entitled “*Safe to Learn – Embedding anti-bullying work in Schools.*” Recently the DfE guidance “*Preventing and tackling Bullying – Advice for school leaders, Staff and Governors,*” has been published. The Cavendish school community has regard to all of the above guidance.

This Policy applies throughout the School from the EYFS to Year 6.

Our school community is based on an ethos of mutual respect and consideration. The School is committed to providing a happy, caring, friendly and safe environment that is free from disruption, violence, and any form of harassment for all our pupils so that they can learn in a relaxed and secure atmosphere. We recognise that bullying can have a significant impact on pupils' emotional wellbeing and mental health and we are committed to fostering resilience, confidence and positive mental health for all pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

We do not tolerate bullying, cyberbullying, harassment, victimisation, prejudice-based bullying or discrimination of any kind, whether on School premises, during School educational visits, outside the School premises or outside School hours and work proactively to prevent these or address them if they occur.

Aims

- To clarify for parents, pupils and staff that bullying is always unacceptable
- To describe how we work to raise awareness to reduce the incidence of bullying and, preferably, to prevent it from happening
- To inform parents, pupils and staff of the importance of identifying, recording and reporting any possible incidents
- To acknowledge the possibility of necessary support for those identified as having been involved in bullying to prevent it from reoccurring
- To describe how bullying can be dealt with positively and appropriately
- To demonstrate a commitment to pupils that they are 'Safe to Learn' (by reference to DfE guidance *Preventing and tackling bullying* (2014) and *Keeping children safe in education*)
- To comply with the School's duties under the Equality Act 2010

Objectives

- To ensure that all staff, Governors, pupils and parents have an understanding of what bullying involves and that bullying will not be tolerated
- To ensure that the School has in place clear procedures for reporting bullying and that these

are understood and followed, with clear links to safeguarding procedures and CPOMS reporting

- To ensure that support is available for pupils affected by bullying, addressing their emotional and psychological wellbeing alongside behavioural interventions

Definition of bullying

Bullying is behaviour by an individual or group, which intentionally hurts another individual or group either physically or emotionally. Put another way, bullying is the intentional hurting, harming or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including sharing of nudes/semi-nudes), verbal (including cyber-bullying via text messages, email, social media, gaming or other instant messages), and can include the use of images and video), and/or emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours).

It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s), whether that be a physical, psychological (knowing what upsets someone) or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s). However, it is important to remember that, depending on its nature, a one-off incident may be considered to constitute bullying and can have precisely the same impact as persistent behaviour.

However, whilst bullying is often repeated behaviour, a serious one-off incident may still be considered bullying. In some circumstances, a one-off incident may instead constitute a safeguarding concern or criminal offence and will be managed accordingly in line with the School's Safeguarding and Child Protection Policy.

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Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school and online. Further information about child-on-child abuse, including the procedures to follow when an incident on child-on-child abuse is reported, can be found in the School's Child Protection and Safeguarding policy.

Child-on-child abuse can include (but is not limited to): bullying (including cyberbullying), physical abuse such as hitting, kicking or shaking, sexual violence and sexual harassment, consensual and non-consensual sharing of nude or semi-nude images and/or videos, upskirting, and initiation or hazing-type violence. Abuse may occur online or offline and may involve an imbalance of power.

The School recognises that sexual harassment and sexual violence can occur between children of any age and sex. Such behaviour will never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Any incident of sexual harassment or sexual violence will be treated as a safeguarding concern and managed in accordance with the School's Safeguarding and Child Protection Policy.

Bullying is often motivated by prejudice against particular groups and may involve actions or

comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial circumstances, such as they are adopted or in care, or they have caring responsibilities. Bullying can be motivated by actual differences between children or perceived differences. For example, bullying can still be homophobic if directed towards a child who is perceived to be gay, whether or not this is the case.

The School recognises that bullying behaviour may overlap with harmful sexual behaviour (HSB) and online sexual abuse. Such incidents will always be treated as safeguarding concerns and managed in accordance with the Safeguarding and Child Protection Policy and relevant DfE guidance on sharing nude and semi-nude images.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

Where an incident of bullying causes or is likely to cause significant harm to a pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

Forms of bullying can include:

- Physically hurting, harming, threatening or humiliating another person or damaging their property
- Verbal abuse such as name-calling or writing unkind notes
- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil
- Cyberbullying, i.e. via social networking websites, phone calls, text messages, photographs or emails
- Talking to or touching someone in a sexually inappropriate way
- Teasing or mocking
- Placing a victim in a position where they cannot defend themselves
- Unpleasant remarks or actions related to any of the following, or other, protected characteristics:
 - Race, religion or culture
 - Sex
 - Gender, gender identity or perceived gender identity
 - Sexual orientation (e.g. homophobic bullying)
 - Disability or Special Educational Needs
 - Intellectual or other abilities
 - Appearance or health conditions
 - Being adopted or a carer

Any behaviour that a reasonable bystander would say was intended to hurt or upset is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that their target is not upset or hurt by his or her actions or words.

Much bullying is performed in subtle ways, which are not easy to detect; the perpetrator can use a simple look, word or gesture to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for pupils to be able to come forward to report bullying they have

experienced or witnessed, and for staff and parents to be alert to symptoms of bullying.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for “virtual bullying”, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at all times of day with a potentially bigger audience. The school’s PSHE and computing schemes of work cover the ways in which pupils can remain safe online and avoid being a victim of cyber-bullying. All staff have taken part in e-Safety training relating to topics such as grooming, avoidance of websites containing violent or adult content and dangers of sharing personal information and photographs. All children take part in e-Safety workshops.

The school takes all necessary actions to prevent online abuse, including filtering and monitoring online activity, as outlined in the school's Online Safety Policy.

Definition of cyber-bullying

Cyber-bullying can be defined as: “cyber-bullying is the use of information communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.”

Cyber-bullying is not restricted by time or location. Victims may not know who the bully is and there is potential for a large audience to participate in the bullying. Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites)
- ‘Trolling’ – baiting with inflammatory or offensive comments
- Using e-mail to message others in a threatening or abusive manner
- Hijacking/cloning e-mail accounts

Where cyber-bullying involves the sharing of nude or semi-nude images or videos, or other content that may constitute sexual harassment, coercion or exploitation, the incident will be managed in line with national guidance and the School’s Safeguarding and Child Protection Policy.

How does bullying differ from teasing or friendship difficulties?

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:

- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually persistent
- Often involves no remorse or acknowledgement of the victim’s feelings

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

Possible signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to attend School
- Frequent absence, erratic attendance or late arrival to class
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags, money and other belongings suddenly go "missing", or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Inability to concentrate
- Anxiety, depression, becoming withdrawn or unusually quiet
- Reluctance to leave the classroom at the end of lessons or school day
- Frequent visits to the medical room with symptoms which may relate to stress or anxiety, such as stomach pains or headaches
- Unexplained cuts and bruises
- Difficulty in sleeping or experiencing nightmares; sudden bedwetting
- Loss or increase of appetite
- Choosing the company of adults rather than peers
- Displaying repressed body language and poor eye contact
- Talking of suicide or running away from home or School
- Challenging behavior

Although there may be other causes for these symptoms, teachers, parents and fellow pupils should be alert for these possible signs of bullying and contact a member of the pastoral team if they are concerned.

EYFS children

The School's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own and others' possessions. We expect them to be honest, helpful and polite and to work hard and listen to others. They should respect everyone and learn to value differences and diversity. The Head of EYFS is in charge of the management of behaviour in the EYFS setting.

We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. Bullying, including unkind or exclusionary behaviour, is not tolerated, and staff take immediate action to address any concerns. Young children are still developing their social and emotional understanding, so we take a proactive, restorative approach by modelling positive interactions, encouraging empathy and supporting children to recognise and manage their feelings.

We rarely need to impose sanctions in the EYFS setting, but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the Head of EYFS, who will explain the inappropriateness of a particular action and introduce a more appropriate action, but such instances are rare. Parents are always informed when their child is given a significant sanction or reproof, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the child's teacher and the Head of EYFS, so that a joint plan can be developed to support the child's social, emotional and behavioural development.

Preventing bullying

We aim to prevent bullying by fostering a whole school ethos of good behaviour, mutual respect, and consideration. We aim to create a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others. We aim to proactively support pupils' mental health and emotional wellbeing by teaching coping strategies, resilience, and self-confidence through PSHE, assemblies, pastoral support and wellbeing-focused activities. We continue to develop a culture in which diversity is championed and celebrated and in which the school takes a proactive role in educating pupils and other members of the school community in issues around equality.

We make it clear that all incidents of bullying or cyber-bullying of any kind that occur off the school premises will be pursued with the same seriousness as bullying occurring within school.

The School recognises that bullying and child-on-child abuse can occur within and beyond the school gates, including in the wider community and online. We will consider contextual safeguarding factors when assessing risk and determining our response.

All members of the School have a responsibility to help eliminate bullying behaviour from the School and model how to behave towards each other. We raise awareness about bullying through opportunities in the curriculum, which incorporates PSHE, the pastoral programme, assemblies, school-themed weeks such as Wellbeing Week and Anti-Bullying Week, amongst others. Circle time is an example of a widely used resource which is both preventative and investigative, and provides opportunities for remedial activities to take place.

We educate our pupils and other members of the school community about how to keep themselves safe when online or using social media or other electronic means of communication, so they take maximum precautions to help prevent themselves from being victims of cyber-bullying. Ensuring all pupils sign up to the school's Acceptable Use Agreements, which make it clear that cyber-bullying is unacceptable. This message is regularly reinforced through PSHE, Computing lessons and information sessions on e-safety in partnership with the Camden Learning Centre. Please see the online safety policy for more information. We also both filter and regularly monitor pupils' online activity using The Guardian Webfilter (Smoothwall).

Through our PHSE and other programmes, pupils are made aware that if they are being bullied or know someone else who is, they should tell an adult straight away so it can be dealt with. Not telling means that the victim will continue to suffer and the bully may continue this behaviour. Pupils will not get into trouble for reporting bullying and will be supported. All actions taken will consider the emotional impact on the pupil, ensuring appropriate pastoral support is in place. Anti-bullying Week is a particular time during the School year which focuses on the pupils' role as upstanders.

Taking pupils' views into account through the School Council, and developing the roles that pupils can play in anti-bullying work. Through these roles we develop pupils' social skills, confidence, resilience and self-esteem; and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect.

Our Thinking Skills programme builds an understanding of the value of both resilience and empathy.

Our Golden Value states:

Treat others as we would like to be treated

- Be kind
- Listen to others
- Respect others' belongings
- Share
- Forgive
- Try to be our best selves

All the behaviours listed above encompass behaviours that aim to prevent bullying.

We make it clear to all that there are effective procedures for reporting, investigating and tackling bullying, and encouraging pupils to report instances of anything they perceive to be bullying. We make it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially. Sadly, some individuals are more vulnerable to and less likely to speak out – including LGBTQ pupils and those with SEND. Pupils with English as an additional language may not be able to articulate their experiences as well as other pupils. The needs of these pupils and other vulnerable pupils will be taken into account when dealing with bullying incidents.

We have a strong pastoral team dedicated to pupil welfare and experienced in dealing with bullying issues. The School is committed to raising the awareness of its staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. All our staff are trained in recognising and responding to bullying and staff awareness is raised through regular discussion of pupil issues in staff meetings. Action is taken to reduce the risk of bullying where and when it is known to be most likely to occur, and, where necessary, the School will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender pupils. The member of staff with responsibility for the day-to-day management of the policy and systems is the Deputy Head (Pastoral) Josie Hodgson.

We ensure that the IT filtering and monitoring systems are effective in protecting members of the school community.

We work in line with national guidance, and the requirements of our regulatory bodies.

The Governors

The Governing Body supports the Head in all attempts to eliminate bullying from our school. The Governing Body will not condone any form of bullying at The Cavendish School. Any incidents of bullying that do occur will be taken seriously and dealt with appropriately. The Governing Body ensures that appropriate filtering and monitoring systems are in place to safeguard pupils and staff online and regularly reviews their effectiveness, in line with statutory safeguarding guidance. The Governing Body, through the Education Committee, monitors incidents of bullying that do occur and reviews the effectiveness of this policy annually. The Governing Body requires the Head to keep accurate records of all incidents of bullying and to report to the governors, on request, the effectiveness of school anti-bullying strategies. A parent who is dissatisfied with the way the school has dealt with an alleged incident of bullying may request that the Governing Body, through the Chair of Governors look into the matter. In all cases, the Governing Body notifies the Head, requests she conducts an investigation into the case and reports back to a named representative of the Governing Body. The Governing Body, through the Chair of Governors, reports back to the parent as

soon as is possible.

The role of the Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils. It is the responsibility of the Head to implement the School anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the School policy and know how to identify and deal with incidents of bullying. The Head reports to the Education Committee & Governing body about the effectiveness of the anti-bullying policy on request.

The Head ensures that all children know that bullying is wrong and that it is unacceptable behaviour at The Cavendish School. The Head draws the attention of children to this fact at appropriate times. For example, should an incident occur, the Head may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and what the consequences might be for the child who has been bullying.

The Head ensures that all staff undertake sufficient training to equip them to identify and deal appropriately with all incidents of bullying.

The Head sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, in the local area. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head will, in consultation with the Governing Body, consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Partnership with parents

We believe that working with parents/guardians is essential to establishing the school's anti-bullying ethos and resolving any issues that arise. If parents hear about any possible incidents of bullying they are asked to inform their child's class teacher, Deputy Head Pastoral, or another member of staff. Our newsletter facilitates weekly updates, where information is communicated to parents. We welcome feedback from parents on the effectiveness of our preventative measures and all other aspects and results of this Policy. In any serious case of bullying parents will be informed by the school and invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved.

School's response to reported incidences of bullying

The Cavendish School ensures that all instances of or concerns about bullying and cyber-bullying, both on and away from School premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on the bullying log, and also

on pupil files on CPOMS. Records will also be kept on files relating to safeguarding where appropriate, in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.

The school recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. The school also recognises that children may not find it easy to tell staff about bullying verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. All staff will be trained in handling an allegation and will be aware that they must listen to the pupil, not ask leading questions, and make a written record of the allegation to the best of their ability.

The school also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim(s) when they raise a concern.

Searching and confiscation

In line with the DfE guidance '[Searching, screening and confiscation: advice for schools](#)', the Head and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying. Full details of the school's search procedures are available in the school Behaviour Policy on our school website.

Reporting incidents

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open and strategies agreed to help resolve the problem. All reports of bullying will be taken seriously and investigated immediately. Bullying on the basis of protected characteristics is taken extremely seriously.

- If an incident is reported, it should be recorded on CPOMS as soon as possible and passed to the pupil's class teacher
- Class teachers will take allegations of bullying seriously and investigate thoroughly and as sensitively as possible
- They may involve the Head, the Deputy Head (Pastoral), or other members of the Senior Leadership Team
- Both parties will have opportunities to explain the situation as they see it and to receive any help that may be necessary
- Bullying rarely occurs without witnesses and their evidence along with that of those actually involved will also be recorded in writing
- Proposed action will usually be discussed with the victim
- Consequences of serious cases will be decided by the Head in consultation with other staff
- A written record of bullying incidents will be kept on file and a copy passed to the DSLs who, alongside the Head, will maintain a bullying incidents log to enable patterns to be identified
- Other staff teaching the individual(s) will be informed as necessary
- In more serious cases or following repetition, parents of those involved will also be informed as appropriate
- The School has the right, and duty, to investigate incidents of bullying involving our pupils

which take place outside School hours, for example, on School educational visits. The School has the right to take disciplinary measures in these instances

- In serious cases, and only after the head has been informed, it may be necessary to make a report to the Police, or to Children's Services. However, in many cases it will be possible to resolve such issues internally under this policy and the school's Behaviour Policy
- Where appropriate, the School will consider whether Early Help intervention or referral to external agencies is required to support both the victim and the child responsible for the behaviour

The most important thing is to stop the bullying and ensure the victim is safe.

We aim for a peaceful resolution: revenge is not helpful for the victim or appropriate.

Everything that happens will be carefully recorded. The school will keep a log of all bullying incidents on CPOMS, which is characterised and monitored to identify trends and inform preventative work in the school and future development of policies and procedures. The school will keep a log of all bullying incidents in the bullying log, which is populated and monitored by the DSLs.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head will, in consultation with the Governing Body, consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Sanctions

It is important that those found responsible for bullying are held to account and accept responsibility for the harm caused. Action taken in response to bullying will be intended to communicate unambiguous disapproval of the bully's activities, and this will usually include sanctions. Sanctions will also be implemented with consideration of the mental health and wellbeing of both the victim and the perpetrator, using restorative approaches wherever appropriate. Sanctions help reassure the victim that the bullying will stop; they help those responsible recognise the harm caused by their behaviour and deter them from repeating it; they demonstrate to the school community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving in a similar way.

If sanctions are warranted, the person(s) responsible will receive a sanction in accordance with the school's behaviour policy. Any sanctions imposed will be fair, proportionate and reasonable, take account of any special educational needs or disabilities that pupils may have, and consider the needs of vulnerable pupils.

In any serious case of bullying, the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved.

In the most serious cases, the sanction may be a fixed term or permanent exclusion.

A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to Social Services and, in certain cases, the police.

Where an incident of bullying causes or is likely to cause significant harm to a pupil, the school will follow the procedures set out in the school's Safeguarding and Child Protection Policy.

Monitoring and evaluation

The Head and SLT are responsible for monitoring and evaluation of this Policy by:

- Liaising with class teachers and by recording and dealing with incidents
- Reviewing the School's internal behaviour records and bullying log
- Reviewing and revising the School's PSHE programme
- Collating relevant information from 'pupil voice' activities and feedback to/from School Council

Complaints procedure

Parents are encouraged to use the School's Complaints Procedure, which is published on the School's website, if they feel that concerns about bullying are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled (The Complaints Procedure explains how to complain to Ofsted).

Linked policies

- Behaviour Policy
- Code of Conduct for Employees
- Code of Conduct for Other Adults
- Complaints Procedure
- Equal Opportunities for Pupils Policy
- Health and Safety Policy
- IT and Acceptable Use Policy
- Learning Difficulties & Disabilities/Special Educational Needs (SEND) Policy
- Online Safety Policy
- Physical Restraint Policy
- Prevent Policy
- PSHE Policy and PSHE schemes of work
- Safeguarding and Child Protection Policy
- Sex and Relationship Education (SRE) Policy
- Supervision of Pupils Policy
- Taking, Storing and Using Images of Pupils Policy

Reference

Preventing and tackling bullying: Advice for Heads, staff and governing bodies (2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyberbullying: Advice for Heads and school staff (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Heads and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Heads_and_School_Staff_121114.pdf)

Advice for parents and carers on cyberbullying (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice for Parents on Cyberbullying 131114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf)

Keeping children safe in education: statutory guidance for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Protecting children from radicalisation: the prevent duty (2023)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Resources

Organisation	Website	Email	Helpline
Camden Safeguarding Children Partnership	https://cscp.org.uk/	cscp@camden.gov.uk	020 7974 3317 Live chat is available on their website
Family Lives (formerly Parentline Plus)	www.familylives.org.uk	askus@familylives.org.uk	0808 800 2222
Kidscape	www.kidscape.org.uk	parentsupport@kidscape.org.uk	0300 102 4481
Childnet International	www.childnet.com	info@childnet.com	020 7639 6967
Child Law Advice	https://childlawadvice.org.uk	Web chat is available on their website	0300 330 5480
Childline	www.childline.org.uk		0800 1111
NSPCC	https://www.nspcc.org.uk/		0808 800 5000