



Anti-Bullying and Harassment Policy (Students)

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..... Chair of Governors

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Anti-Bullying and Harassment Policy

Statement of Intent

Fullhurst Community College believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. 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 students. These measures are part of the school's Behaviour and Belonging Policy, which is communicated to all students, school staff and parents.

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

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education 2025'
- DCMS, DSIT, and UK Council for Internet Safety (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Abuse, threats and violence towards school staff
- Behaviour and Belonging Policy
- Complaints Policy
- Dealing with sexual harassment and sexual violence policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy

- Online Safety Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Student Mental Health & Emotional Wellbeing Policy
- Surveillance and CCTV Policy
- Suspension and Exclusion Policy
- Relationships, Sex and Health Education (RSHE) Policy.

2. Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator 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.

The ABA (Anti-Bullying Alliance) defines bullying as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Parents, guardians and carers should be aware of the applications that their children have on their mobile phones and devices and ensure they are age appropriate, particularly social media applications. The school will be limited in its actions if students use applications that are not age appropriate.

Vulnerable students 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 students may include, but are not limited to:

- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students from socioeconomically disadvantaged backgrounds.
- Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
 - Students who are LGBTQ+ or perceived to be LGBTQ+.
 - Black, Asian and minority ethnic (BAME) students.
 - Students with SEND.

Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment, often occurring on at least two occasions and causing the person distress or fear. This behavior may be linked to protected characteristics, such as race, religion, sex, disability, sexual orientation, or age. It can involve verbal abuse, physical contact, discriminatory actions, or online behavior and can be a form of discrimination or psychological control.

Key characteristics of harassment:

- Unwanted Conduct: The behavior is not welcomed by the recipient.
- Violation of Dignity: The conduct has the purpose or effect of demeaning or humiliating a person.
- Hostile Environment: It creates an atmosphere that is intimidating, degrading, or offensive.
- Protected Characteristics: Often, the behavior is connected to protected personal characteristics, such as race, sex, religion, disability, age, sexual orientation, or gender reassignment.
- Repetitive or Persistent: While one-off incidents can sometimes constitute harassment, it often involves a course of conduct that occurs on at least two occasions.
- Causes Distress or Fear: The behavior causes the person to feel distressed, alarmed, or fearful.

Examples of harassment: Making offensive or intimidating comments, Unwanted sexual advances or requests for favors, Spreading abusive messages or images online, Unreasonable workload or unjust criticism in the workplace, and Repeated antisocial behaviour.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal.
- Physical.
- Emotional.
- Online (cyberbullying).

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 (as amended) and Public Order Act 1986.

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

3. What does Fullhurst do to prevent bullying?

We acknowledge that all members of the school community must take responsibility for fostering a common ethos to deal with bullying in all its forms. We must be positive role models, conveying a clear understanding that unacceptable behaviour towards others will not be tolerated.

Provide students with a framework of positive behavior including class rules which support the whole school policy:

- To promote STOP (Several Times on Purpose) and STOP (Start Telling Other People).
- Behave in a respectful and caring manner to students and adults.
- Be a positive role model.
- Raise and maintain awareness of bullying issues through assemblies, tutorial work and within curriculum areas.
- Inform the appropriate member of staff of any concerns.
- Record instances of HBT (homophobic, biphobic and transphobic) bullying (using the specific hom/bi/transphobic tag).

4. Roles and responsibilities

The Governing Body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any students on the basis of their protected characteristics or backgrounds.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The Executive 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 systems and records 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.
- Ensuring that students are taught how to keep themselves and others safe, including online.

Standards Leaders and Behaviour Support Leaders are responsible for:

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

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the student's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

Parents are responsible for:

- Informing the school 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.

Students 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 students in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have actions brought against it if it allows the rights of students to be breached by failing to take bullying seriously. The Executive Headteacher will ensure that this policy complies with the HRA; the Executive Headteacher understands that they cannot do this without fully involving their teaching

staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Relationships, Sex and Health Education (RSHE) Policy.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference, and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in school events.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Students deemed vulnerable will meet with a staff member on a regular basis, where appropriate, to ensure any problems can be actioned quickly. Form tutors will also remind students that they can discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, and the motivation

behind any bullying behaviour is considered.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from school.
- Unwillingness to attend school.
- Repeated or persistent absence from school.
- Becoming anxious or lacking confidence.
- Saying that they feel ill repeatedly.
- Decreased involvement in school work.
- Leaving school with torn clothes or damaged possessions.
- Missing possessions.
- Missing dinner money.
- Asking for extra money or stealing.
- Cuts or bruises.
- Lack of appetite.
- Unwillingness to use the internet or mobile devices.
- Lack of eye contact.
- Becoming short tempered.
- Change in behaviour and attitude at home.

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. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated.
- They have been the victim of abuse.
- Their academic performance has started to fall and they are showing signs of stress.

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

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision and that an ethos of good behaviour is created where students treat one another and the school staff with respect because they know that this is the right way to behave.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one student towards another will always be challenged and will never be ignored.

Staff will always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless the student has given consent, or there is a safeguarding concern. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that students of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Students 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. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that students may not be ready or know how to tell someone that they are being abused. Students being abused may feel embarrassed, humiliated, scared, or threatened.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being

accessories.

Cyberbullying can include the following:

- Threatening, intimidating, or upsetting text messages.
- Threatening or embarrassing pictures and video clips.
- Disclosure of private sexual photographs or videos with the intent to cause distress.
- Silent or abusive phone calls.
- Using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name.
- Menacing or upsetting responses to someone in a chatroom.
- Unpleasant messages sent via instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook.

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on a regular basis on the signs of cyberbullying, in order to identify students who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a student is being cyberbullied:

- Avoiding use of the computer.
- Being on their phone routinely.
- Becoming agitated when receiving calls or text messages.

Staff will also be alert to the following signs which may indicate that a student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near.
- Acting in a secretive manner when using the computer or mobile phone.
- Spending excessive amounts of time on the computer or mobile phone.
- Becoming upset or angry when the computer or mobile phone is taken away.

Parents will also be invited to information sessions in order to educate them on the signs and symptoms of cyberbullying.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – students may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.
- The anytime and anywhere nature of cyberbullying – students may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times.
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and students may be bullied by someone who is concealing their own identity.

- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to students crossing boundaries without realising.
- The victim of the bullying may have evidence of what has happened – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

Staff and students will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded and staff will report incidents to the Deputy Headteacher for Behaviour and Standards. Students will be informed that, when reporting cyberbullying incidents, they should keep hold of the evidence, e.g. text messages, dates and times, and speak to the school before contacting the police about the incident unless there is a risk of immediate danger to them or someone else.

Where offensive content is posted online targeting a staff member or student, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who post it is known to the school, Senior Staff will request they remove it directly.

In accordance with the Education Act 2011, the school has the right to examine and deal with the any material found as appropriate e.g involving the DSL or police as required. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone provided there is good reason to do so.

11. Procedures

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication.
- If a student is injured, members of staff take the student immediately to the school first aid for a medical opinion on the extent of their injuries.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- The Executive Headteacher or SLT will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Premature assumptions are not made, as it is important not to be judgmental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All students involved are informed that they must not discuss the interview with other students.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

If Senior Staff are satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Executive Headteacher will inform the perpetrator of the type of sanction to be used in this

instance, e.g. detentions and future sanctions if the bullying continues.

If possible, Senior Staff will attempt reconciliation and will obtain an apology from the perpetrator.

Parents will be informed of bullying incidents and what action is being taken.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the year team.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).

The Senior Deputy Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by members of the year team.

The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Students who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents.

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding and Child Protection Policy.

The Executive Headteacher has a specific statutory power to sanction students for poor behaviour

outside of the school premises. Section 90 and 91 of the Education and Inspections Act 2006 gives the Executive Headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The Executive Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

16. Record keeping

The DSL will ensure that robust and consistent records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Executive Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain students that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17. Monitoring and review

This policy is reviewed annually by the Executive Headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

18. School Statement

We believe this policy:

- Has been reviewed by relevant policy responsibility holders.
- Flows and is easy to follow.
- Is an essential part of the school.
- Supports staff in managing certain situations.
- Forms an important framework that will ensure consistency in applying values and principles throughout the establishment.
- Provides guidance, consistency, accountability, efficiency, and clarity on how the school operates.
- Provides a roadmap for day-to-day operations.
- Ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes.
- Is available to all relevant Stakeholders.