

ANTI-BULLYING POLICY

Date policy reviewed:	14 January 2020
Date of next review:	14 January 2022
Person(s) responsible for review:	SLT (VF)

AIMS AND OBJECTIVES

The School aims to teach the value of integrity, morality and a concern for others and to develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society. Pupils are expected to show courtesy, respect and consideration for others. All members of the school community, pupils, staff or Governors should be free from the fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated. Bullying has not been and will not be tolerated at The Manor.

DfE GUIDANCE: 'PREVENTING AND TACKLING BULLYING: ADVICE FOR HEADTEACHERS, STAFF AND GOVERNING BODIES' (July 2017); 'CYBERBULLYING: ADVICE FOR HEADTEACHERS AND SCHOOL STAFF'.

The school has regard to the above guidance. Please view the full document at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

This policy considers:

- a) Practical implications of the above guidance
- b) Feedback from parents and pupils concerning the policy
- c) Specific types of bullying
- d) Possible criminal elements to bullying (we are aware that, although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence; if we feel that an offence may have been committed, we shall seek assistance from the police).

The School pays heed to the supplementary advice documents for parents and for teachers to protect against cyberbullying of children and staff and tackle it if it happens:

[Cyberbullying: Advice for Headteachers and School Staff \(DfE, November 2014\).](#)

Advice for parents and carers on cyberbullying (DfE, November 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

DUTIES UNDER THE EQUALITY ACT (2010)

The school is aware of its duties under the Equality Act to ensure that reasonable adjustments are made for pupils with special educational needs or disabilities. The Manor is aware that the Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaced the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Manor complies with the Equality Duty. Bullying on the basis of protected characteristics is taken particularly seriously and The Manor distinguishes incidents of this type of bullying in our records.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even when safeguarding is not considered to be an issue, The Manor may need to draw on a range of external services to support the pupil who is experiencing bullying, or tackle any underlying issue which has contributed to a child engaging in bullying.

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1996, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed we shall seek assistance from police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which

is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

BULLYING OUTSIDE SCHOOL PREMISES

Where bullying outside school is reported to school staff, it is investigated and acted on. The Head will also 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 will always be informed.

DEFINITION OF BULLYING

Bullying is defined by the DfE as “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. The Manor recognises that bullying behaviour does not need to be repeated over time for schools to take action. Bullying can be physical, verbal, direct or indirect, for example, spreading unpleasant stories about someone and exclusion from social groups. Name calling is the most common direct form. This may be because of individual characteristics, or pupils can be called unpleasant names because of prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, sexual orientation, or because a child is adopted or is a carer. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. It may occur directly or through cyber-technology (for example, via mobile phones, social websites, text messages, sexting, photographs and email). The Manor is also aware of the possibility of peer-on-peer abuse and sexting: information on how we deal with these is made explicit in our Safeguarding Policy.

Bullying may include the following:

Cyber-bullying

Please see the school’s Cyber-bullying Policy.

Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people (Homophobic Bullying – Safe to Learn: Embedding Anti-Bullying work in Schools DCSF (2007))

‘Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.’

‘Like all forms of bullying, homophobic bullying can be through name calling, spreading rumours, cyberbullying, physical or sexual and emotional abuse.’

‘Not only does this affect a young person’s self-esteem, emotional health and wellbeing but it also can have an effect on their attendance at school and their attainment. This type of bullying can also include threats to ‘out’ [children] to friends and family about [their] sexuality,

even if [they] are not gay, lesbian or bisexual.’ (‘What is Homophobic Bullying?’ Bullying UK (2020)).

The Manor realises that, under the Education and Inspections Act 2011, it has a legal duty to identify and implement measures to promote good behaviour, respect for others, and self-discipline amongst pupils, and to prevent all forms of bullying. This includes the prevention of homophobic bullying.

Racial Bullying

Bullying may involve references to a person’s race in a way that upsets the person or makes them feel isolated. The school’s Policy on Racial Equality and Cultural Diversity give more detailed guidance on this form of bullying.

Religious Bullying

Bullying may involve references to a person’s religion in a way that upsets the person and belittles them. Some surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying.

Cultural Bullying

Bullying may involve references to a person’s culture in a way that makes them feel upset and set apart (for example, children from the travelling community).

Sexual/Sexist Bullying/Sexting/Peer-on-Peer Abuse

‘Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex.’ (‘Safe to Learn’ 2009).

Sexist bullying can be defined as seeking to belittle the victim in some way because of their gender.

Sexual bullying may be characterised by name-calling, comments and overt ‘looks’ about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and offensive imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Please see the relevant sections of the Safeguarding Policy and Cyber-bullying Policy. (On the issue of sexting, please also see [‘Sexting in Schools and Colleges’](#)).

Bullying related to special educational needs (SEND) and disabilities

Children with SEND and disabilities are often more vulnerable and more at risk of bullying than their peers. The Manor realises its responsibility to promote equality of opportunity and to eliminate disability-related harassment.

Where children with SEND and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) The Manor expects the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary and having made the special allowances required by the Equality Act 2010.

Bullying related to a child being adopted or being a carer

A child who is adopted or who is a carer may be more vulnerable to bullying. The Manor realises its responsibility to be particularly vigilant and supportive in these circumstances.

SERIOUSNESS OF BULLYING IN CAUSING PSYCHOLOGICAL DAMAGE

The school realises the seriousness of bullying, both physical and emotional, and the grave psychological damage that may be caused by bullying. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

SIGNS OF BULLYING

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

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags 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
- Frequent visits to the School Nurse with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

PREVENTING BULLYING

Although there will at times be bullying behaviour in all schools, The Manor believes that a great deal can be done to prevent it by the following:

- The general ethos of the school, the role models of the staff, the principles of care and thoughtfulness are central to the school and help minimise bullying.
- The staff and SLT help the pupils to create an Anti-Bullying Charter, which reinforces the school's commitment to oppose bullying in all its forms and remind children of what to do if they experience or witness bullying. The charter is reinforced in PSHEE lessons and circle times. The pupils' voice about bullying may also be heard through

- PSHEE/PSED lessons
 - Carpet times and worry boxes
 - Annual Anti-Bullying Week activities
 - The completion of an annual questionnaire appropriate to their age
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
 - Worry boxes play an important role in the prevention of bullying in the Prep Department of the school. They provide a way for pupils to share their worries with teachers and depending on the nature of the worry, with the rest of the class during PSHEE/PSED and Circle Time. Each form has its own worry box.
 - We use appropriate Assemblies to explain the school policy on bullying. Our PSHEE/PSED programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
 - Other lessons, particularly RE, English and Drama, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
 - All reported incidents are recorded and investigated at once. We always monitor reported incidents. Bullying on the basis of protected characteristics is taken particularly seriously and we distinguish incidents of this type of bullying in our records.
 - We have a strong and experienced pastoral team of staff including Heads of Section and the Deputy Head Pastoral who support the Head and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
 - Our Senior Leadership Team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
 - Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
 - Our First Aid Room displays advice on where pupils can seek help, including details for contacting Childline. This advice can also be found in other areas around the school and on the school website.
 - We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
 - We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

PROCEDURES FOR DEALING WITH BULLYING AT THE MANOR

a) General Guidelines

Pupils

If a child is being bullied, or suspects someone else is being bullied, he or she needs to tell someone who may be able to help. This may be a friend, a family member, the Form Teacher, or any other teacher, the Head, Deputy Head Pastoral, Head of Section, or anyone else the child feels happy to confide in. It is very important that children share with another person any concern about bullying which is worrying them. Children are strongly encouraged to tell an adult. Children are advised to follow the principles in 'Don't Suffer in Silence – Information for Pupils', a copy of which is given to the pupils in Years 3-6 annually in PSHEE and is included in the Pupils' Own Pages on the school website.

Staff and Governors

Staff and Governors who have concerns about any bullying in The Manor community must tell an appropriate person. (In most cases this will be the Head, Deputy Head Pastoral or Head of Section).

Parents

Parents who have concerns about bullying should tell an appropriate person at the School. This will often be the Form Teacher but, where there is cause for serious concern, or if the problem continues, the Deputy Head Pastoral must be informed without delay.

Parents are involved in the prevention of bullying by ensuring that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and the parents reinforce the value of good behaviour at home.

Our policy is to involve parents to encourage them to emphasise to their children the key elements of this policy, including the fact that they must report to staff any bullying that they witness as bystanders. We share information, discuss and co-operate with parents on bullying and cyber-bullying matters: parents are invited to evening meetings on internet safety, for example.

Apart from the Anti-Bullying Policy, an advice sheet for parents 'Don't Suffer in Silence – Information for Parents and Families' is appended to this policy and is on the school website and available from the School Office.

b) Additional guidelines for specific types of bullying

Bullying connected with race, religion or culture

Bullying may involve references to a person's race, religion or culture in a way that upsets the person or makes them feel isolated. The school will take note of the guidelines found in the Racial Equality and Cultural Diversity Policy.

Homophobic bullying

We operate a zero tolerance policy towards homophobic language and references. In accordance with the 'Oxfordshire Homophobic, Biphobic and Transphobic Bullying Toolkit' (April 2019), 'teachers and other school staff need to challenge homophobic language every time they hear it and to explain why it is not appropriate. There needs to be a consistent approach from all school staff with a clear understanding of why language needs to be challenged and clear guidelines for how to challenge it.'

'Homophobic bullying also includes gender stereotyping which the Oxfordshire bullying survey showed was an issue (...) with 11% of pupils hearing name calling in relation to "not acting like people think a boy or girl should". Staff need to address this kind of bullying and name calling in exactly the same way as other prejudice-related bullying.'

If a child feels that they are a victim of this type of bullying or that they have witnessed this type of bullying, they must tell a member of staff.

In accordance with the guidelines in 'Homophobic Bullying – Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007)', we operate a zero tolerance policy towards homophobic language and references. Please see: www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/homophobic-bullying.pdf

Sexist or Sexual Bullying

If a child feels that they are a victim of this type of bullying or that they have witnessed this type of bullying, they must tell a member of staff. This policy needs to be read in conjunction with the school's Safeguarding Policy.

Bullying of children with Special Educational Needs and Disabilities

Staff need to be aware that children with Special Educational Needs or disabilities are in a particularly vulnerable position. Staff are expected to be especially vigilant in looking for signs of any such bullying.

Bullying related to appearance or health conditions

Those with health or visible conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying; obvious signs of affluence (or lack of it) can also lead to bullying. If a child feels they are a victim of this type of bullying, they should tell a member of staff.

Bullying of children by staff

If a child feels that they are being bullied or victimised by a member of staff, they should tell their parents who should inform the Head without delay; the child may also approach the Head or a trusted member of staff directly. The situation will be fairly investigated.

For all the above forms of bullying the school will follow the general procedures under 'Procedures for Dealing with Bullying at The Manor' and the Head/member of the Senior Leadership Team (SLT) will be personally involved in the resolution of each case.

ACTIONS IN CASES OF SUSPECTED BULLYING

Cases of suspected bullying will be investigated thoroughly and carefully. All those involved will be given the opportunity to talk about the matter with an appropriate person who will then take the necessary and appropriate action. A record of the investigation and its outcome will be kept. The Form Teacher will monitor the situation.

The Anti-Bullying Policy serves the needs of bullies as well as the bullied. Support from the Class Teacher or member of the SLT may be necessary, as well as parental involvement to reinforce the school's message that any bullying must cease. Bullies are also made aware of the sanctions available to the school to ensure that it ceases.

The action will normally follow this stage-by-stage process up to the required stage to ensure the bullying ceases.

1. Reassurance and support for the bullied.
2. Guidance for the bully. In the huge majority of cases, the 'bully' has said or done something which is thoughtless – not malicious - or was intended misguidedly as a 'joke': often all that is needed is guidance to explain to them that their remarks or actions have caused distress. The relevant member of staff explains to the 'bully' that it is essential that there is no 'come-back' on the 'bullied', otherwise the further sanctions outlined below may follow.
3. If the situation warrants it, to inform one or both sets of parents and, if necessary, invite them in to discuss the situation with the Head of Section, Deputy Head Pastoral or Head.
4. Monitoring of the situation.
5. In the very rare case of persistent bullying, sanctions could include loss of privilege and a further meeting with parents, with the Deputy Head Pastoral and/or the Head.
6. Ultimately, if no other measures were successful, the sanction of suspension or permanent exclusion may be an option that the School would use. In very serious instances, it may be necessary to report the matter to the Police or Social Services.

EYFS CHILDREN

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

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions. Occasionally, a child may be sent to see the Head of Early Years, who will explain the inappropriateness of a particular action but such instances are rare. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of Early Years, Mrs Pippa McConnell. In extreme cases, permanent exclusion of a child could be used.

LINKS TO OTHER POLICIES AND CURRICULUM

The School follows the ISI guidance regarding anti-bullying and therefore focuses on 'using educational elements such as personal, social, health and economic education (PSHEE/PSED), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language'.

The Anti-Bullying Policy forms part of and dovetails with the School's Behaviour Policy which follows the General Principles on Behaviour laid down and reviewed by the Governors. It offers support for both the victim and the bully and makes clear what the sanctions are for bullying.

The Anti-Bullying Policy is either explicitly/implicitly part of all the school's activities – please also see

- Racial Equality and Cultural Diversity Policy
- PSHEE/PSED Policy and Scheme of Work/PSHEE/PSED Cross-Curricular
- Disability Equality Policy
- Pastoral Care and Welfare of Pupils
- Out of School Care Policy

Anti-bullying measures are reinforced not only in PSHEE/PSED lessons and assemblies but across the curriculum wherever appropriate opportunities arise – for example, in Drama, projects, stories, current affairs and historical events.

Since serious bullying incidents can also be seen as child protection concerns, this policy has clear links with the Safeguarding Policy and should be read in conjunction with it. Please refer to the Safeguarding Policy and Cyber-Bullying Policy for the school's policy on Sexting and Peer-on-Peer abuse.

DISCIPLINARY SANCTIONS

The School follows the ISI guidance of 'implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying)'. In extreme cases, the pupil's permanent exclusion from the School may be the only option (please see the Manor's Behaviour, Discipline (including rewards and sanctions) and Exclusion Policy).

STAFF TRAINING / PROFESSIONAL DEVELOPMENT

Staff Professional Development includes, at least annually, a refresher/review of the school's Anti-Bullying Policy at a staff meeting or specific training session. Staff are made aware of the need to look out for possible bullying at times and in places where children are particularly vulnerable. The school raises the awareness of staff in regard to bullying, 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 made available. Particular attention is given to the prevention and tackling of specific types of bullying. There is a considerable focus on training staff about what to teach the pupils in relation to cyber-bullying and about online safety. Please see the Cyber-Bullying Policy and also the E-Safety and Acceptable Use Policy.

The Deputy Head Pastoral monitors and evaluates the school's Anti-Bullying Policy in consultation with the Senior Leadership Team, the staff and pupils at least once every two years.

BULLYING OFF-SITE

Although the school is not directly responsible for bullying off the premises (unless it is a school trip), pupils are encouraged not to suffer in silence but to tell a member of staff. This is especially important in incidents of cyber-bullying.

PUBLICITY FOR ANTI-BULLYING POLICY

The School publicises the measures in the Anti-Bullying Policy and Behaviour and Discipline Policy by

- PSHEE/PSED programme
- Assemblies
- The School website
- All staff awareness and involvement promoting pupils' welfare
- Staff Handbooks
- The School's Manor Values are displayed in prominent sites around the school
- Staff Professional Development
- The Welcome Booklet which can be found on the school website. Parents are made aware of this annually as their child moves up through the school
- The Supplement to the Prospectus and the accompanying letter draws the attention of prospective parents to all policies available on the website and from the School Office
- Annually, within our weekly mailing, parents are reminded to read the Anti-Bullying Policy on the website or from the School Office.

USE OF SPECIFIC ORGANISATIONS OR RESOURCES FOR HELP WITH PARTICULAR PROBLEMS.

The Manor draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

LIAISON WITH THE WIDER COMMUNITY SUCH AS THE POLICE AND CHILDREN'S SERVICES, AND THE THRESHOLD FOR REPORTING A BULLYING ISSUE

The school will liaise with outside agencies where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will also work with other agencies and the wider community to tackle bullying that is happening outside school.

So that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies (such as police/children's social care) is known: cases of bullying that are particularly serious or persistent are reported. Since a bullying incident is a child protection concern, the same criteria for external involvement apply as for other safeguarding matters – which is that where a child is suffering significant harm, or is at risk of suffering significant harm, the School has a positive duty to consult external agencies. Care is taken not to impose a high threshold for referrals, either in policy or practice.

SIMPLICITY OF REPORTING BULLYING

The school makes it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils feel that they can report bullying which may have occurred outside school including cyber-bullying.

AUDIT AND EVALUATION

Record Keeping/ Identification of any Patterns of Bullying/Involvement of Pupils and Parents

- The Head, Deputy Head Pastoral and Heads of Section keep records of all cases of suspected and actual bullying, arranged by the type of bullying, so that any patterns may be identified.
- The Head and Heads of Section also ensure that the impact of bullying on individual children is being monitored to ensure that a holistic picture is maintained between different aspects of school provision (eg teaching and Out of School Care).
- The Governing Body and the SLT annually review the effectiveness of our policy by asking the key questions
 - Do the data and views of people show that we have achieved what we set out to do?
 - What have we learned about how to develop anti-bullying work in the school?
 - What is our next development priority in anti-bullying work and how will that development be undertaken?
- Pupils complete an age-appropriate questionnaire about bullying and the results are audited.
- Parents' questionnaires ensure parents are given the opportunity to express their views on the treatment of any bullying.

COMPLAINTS PROCEDURE

Parents are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly.