Anti-bullying Policy

St Nicholas School is a UNICEF Rights Respecting School and promotes rights respecting values in all its policies

The Governing Body of St Nicholas School formally adopted

this Policy in October 2026

It will be reviewed in October 2028 unless otherwise advised

Signed _____ **Headteacher**

Signed _____ **Chair of Governors**

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Statement of Intent

St Nicholas School believes that all pupils 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 and strategies used to prevent occurrences of bullying.

These strategies, such as learning about tolerance and differences as part of the school's PSHE 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 places to encourage good behaviour and prevent all forms of bullying among pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

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 1998
- 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental Health and wellbeing provision in schools'
- DfE (2022) 'Keeping Children Safe in Education 2026'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Supporting children and young people with medical conditions and allergy'

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Children Protection and Safeguarding Policy
- PSHE Policy
- RSE Policy
- Exclusion Policy
- Supporting Pupils with Medical Conditions Policy

2. Definitions

Bullying is an unacceptable behaviour used by an individual or a group causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unplanned. It may be perpetrated by individuals or by groups of pupils, usually repeated over time, that to intentionally hurt another individual or a group, either physically or emotionally. Bullying can be short term or continuous over long periods of time.

Bullying in 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 of perceived, bullying is generally based on unequal power relations.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil 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 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 Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic 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 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 deliberately excluding an individual because of their disability.

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

Relational bullying: Bullying that primarily constitutes od 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 belonging.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied as they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be particularly vulnerable, e.g. those responding to or experiencing emotional problems or mental health issues.

The pupils at St Nicholas School who, because of their needs or developmental level, may not understand or be aware that their behaviour directed towards others may be undesirable or that they might be construed as bullying. It is possible that one pupil may develop an obsession with another which may cause distress or anxiety. Such behaviours might include wanting to be near the 'target' pupil or having an interest in making physical contact with him/her, such as touching a particular part of his or her body or potentially harmful behaviours such as kicking, punching or throwing objects.

Similarly, some of our pupils who are recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or tell adults. Staff have a duty to be vigilant to these behaviours. For example, the pupil who is the target may show fear or anxiety when he/she sees the child/young person who targets him/her. This information must be shared amongst all members of the class team, and also shared with other members of staff as soon as possible, particularly with those on duty during playtimes or lunchtimes.

4. Roles and Responsibilities

The **governing board** is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds
- The overall implementation and monitoring of this policy
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- 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 **Head Teacher** is responsible for:

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

School staff are responsible for:

- Fostering in our pupil's self-esteem, self-respect and respect for others
- Demonstrating by example the high standards of personal and social behaviour we expect of our pupils.
- Being alert to signs of distress and other possible indications of bullying.
- Listening to children who have been bullied, take what they say seriously and act to support and protect them.
- Reporting suspected cases of bullying to the relevant class teacher and relevant senior leaders.
- Following up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken.
- Dealing with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Where appropriate to pupils' cognitive ability and with the support of staff, **pupils** are responsible for:

- Being kind and considerate to each other.
- Refraining from becoming involved in any kind of bullying
- Telling a member of staff of any witnessed or suspected instances of bullying

The Therapy Team (Behaviour, Speech and Language Therapy, OT and ELSA) is responsible for:

- Supporting pupils to develop effective communication skills, enabling them to express their feelings, needs and concerns appropriately, which can help prevent misunderstandings that may lead to bullying behaviours or situations.
- Working with pupils to develop social skills, including understanding social cues, building positive relationships with peers, and learning appropriate ways to interact with others.
- Providing targeted support to help pupils develop emotional regulation skills, enabling them to manage their emotions in healthy ways and respond appropriately to challenging situations.
- Supporting pupils who may be displaying behaviours that could be perceived as bullying due to difficulties with communication, social understanding or emotional regulation, helping them to develop alternative, more appropriate behaviours.
- Working collaboratively with class teams to implement strategies and interventions that support pupils' communication, social and emotional needs, which may help prevent bullying incidents or support pupils who have been involved in bullying situations.
- Providing advice and support to staff on how to differentiate approaches for pupils with specific communication, social or emotional needs when addressing bullying concerns.
- Contributing to the assessment and support planning for pupils involved in bullying incidents, where communication, social skills or emotional regulation difficulties may be a contributing factor.

Parents are responsible for:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Reporting any bullying to the class teacher.
- Working with their child's class team to implement agreed behaviour support strategies.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.

- Co-operating with the school, if their child is accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

5. Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility 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.
- 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 charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Head Teacher will ensure that this policy complies with the HRA; the Head Teacher understands that they

6. Prevention

Pupils follow a PSHE curriculum which teaches about bullying as part of their Relationship Education units. Within these units, pupils explore healthy and unhealthy relationships and learn strategies to manage conflicts. Pupils learn what bullying is and the different forms it may take, including: physical, verbal, relational and cyber bullying. Additionally, pupils are taught how to respond to and report incidents of bullying they may experience or observe. Within the PSHE curriculum, pupils are also encouraged to develop their emotional well-being and resilience. British Values are studied each year, including tolerance and mutual respect for others' differences.

At St Nicholas School, the curriculum is differentiated to ensure children's learning is at an appropriate developmental level. Teachers adapt to the learning needs of pupils, e.g. by taking a multisensory approach to addressing healthy relationships and emotional well-being that supports engagements and understanding.

Other methods for helping children to prevent bullying may include:

- Taking part in the national anti-bullying week in November
- Writing a set of school rules
- Writing up a class charter and signing your agreement
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role pays
- Having discussions about bullying and why it matters.

7. Signs of Bullying

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

- Doesn't want to go on the school bus

- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in their school work
- Comes home with clothes torn or possessions damaged
- Asks for money or starts to steal money
- Has unexplained cuts or bruises
- Comes home hungry
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or phone
- Is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. Staff principles

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

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

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

Follow-up support 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 recognises that child-on-child abuse often includes bullying. The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

Understanding child-on-child abuse in the context of St Nicholas School
At St Nicholas School, we recognise that our pupils' complex needs and developmental levels mean that child-on-child abuse may present differently than in mainstream settings. Some pupils may display behaviours that could be harmful to others without understanding the impact of their actions, while other pupils may be unable to communicate that they are experiencing distress or harm. Staff must therefore be particularly vigilant in observing interactions between pupils and interpreting behaviours in the context of each child's individual needs and abilities.

To prevent child-on-child abuse and address behaviours appropriately, the school will educate pupils about safe and respectful relationships, personal boundaries, and appropriate touch through the curriculum, assemblies and PSHE lessons, adapted to each pupil's developmental level and learning needs, in line with the Prevention section of this policy.

All staff will:
• Be aware that pupils of any age, gender and ability level are capable of abusing their peers, though they may not understand that their behaviour is harmful or abusive.
• Recognise that some pupils at St Nicholas may display behaviours towards others due to their developmental level, communication difficulties, or lack of understanding of social boundaries, rather than intent to harm. However, staff will still take action to protect all pupils and support those displaying harmful behaviours to develop more appropriate ways of interacting.
• Be aware that abuse can occur inside and outside of school settings, including during travel to and from school, on school transport, and in the wider community.
• Be aware that just because incidents are not being reported does not mean they are not happening. Many of our pupils may be unable to communicate verbally that they are being harmed, and staff must be alert to non-verbal signs of distress, fear, or anxiety.
• Take all instances of child-on-child abuse equally seriously regardless of the characteristics, abilities, or developmental levels of those involved.
• Never dismiss harmful behaviour as simply part of a pupil's disability or developmental stage. While we recognise that some behaviours may be linked to a pupil's needs, all pupils have the right to be safe, and staff will implement appropriate strategies and support to address harmful behaviours.
• Always challenge any harmful physical behaviour, including inappropriate touching. Staff will respond promptly and sensitively, recognising that some pupils may not understand why their behaviour is inappropriate, while ensuring the safety and wellbeing of all pupils.
• Be aware that child-on-child abuse can be manifested in many ways, and may include behaviours such as:

- Repeated unwanted physical contact or touching
- Obsessive behaviours towards another pupil that cause distress
- Physical aggression directed at specific individuals
- Sharing or showing inappropriate images (where pupils have access to devices)
- Exclusion or isolation of particular pupils

Recognising harmful sexual behaviour in our context

Staff will be aware that harmful sexual behaviour (HSB) in the context of St Nicholas School may include:
• Inappropriate touching of another pupil's body or private areas, whether over or under clothing.
• Repeated attempts to touch, kiss, or make physical contact with another pupil who shows signs of distress or tries to move away.
• Displaying or attempting to show sexual images or videos to other pupils (where pupils have access to devices).

• Making sexual gestures or sounds towards other pupils. • Attempting to remove another pupil's clothing or interfere with their clothing.

Staff will recognise that these behaviours may stem from a pupil's developmental level, lack of understanding of appropriate boundaries, sensory seeking behaviours, or previous experiences, but will still treat them seriously and take action to protect all pupils involved.

Reporting and responding

Pupils will be supported to understand, at a level appropriate to their communication and cognitive abilities, how to communicate concerns or discomfort. This may include using visual supports, communication aids, or working with trusted adults to express their feelings. Staff will be alert to non-verbal signs that a pupil may be experiencing harm.

If a pupil 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 to the fact that many of our pupils may not be ready, able, or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, threatened, or may not have the communication skills to express what is happening to them. Staff must therefore be proactive in observing pupil interactions and responding to any signs of distress or concerning behaviours.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

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 pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling.

Cyberbullying can include the flowing:

- 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 victims' phone to harass others, to make them think the victim is responsible
- Threatening or bulling 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 bogs, personal websites and social networking sites, e.g. Facebook

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out earlier in the policy if they become aware of any incidents.

The **role and responsibilities** are similar to those outlined in the 'Roles and Responsibilities' section earlier in this policy but also include:

- The Head Teacher is responsible for the practice and procedures outlined in this policy and ensuring for the practices and procedures outlined in this policy and ensuring that their effectiveness is monitored.
- The Head teacher is responsible for ensuring that the school maintains details of agencies and resources that may assist in preventing and addressing cyber bullying.
- The Head teacher is responsible for reviewing the procedures outlined in the school's E-safety Policy to ensure that the pupils protect themselves from cyberbullying online.
- The Head teacher is responsible for ensuring that all incidents of cyber bullying are reported and dealt with in accordance with the school's Anti-bullying Policy.
- All member of staff are responsible for identifying signs of cyberbullying and staying informed about the technologies that pupils commonly use.
- Teachers are responsible for ensuring that issues surrounding cyberbullying are explored in the curriculum and pupils are aware of how tor respect others.
- Pupils, staff and parents/carers are responsible for complying with the Acceptable Use of ICT Agreement.

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

The staff at St Nicholas School will support parents to employ the use of filters on their home computers/laptops/electronic devices, and supervise online time through advice and information sharing.

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 pupil is being cyberbullied:

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

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

- Avoiding using the computer or turning 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

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

- **Possible extensive scale and scope** – pupils 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** – pupils 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 and on social media, and pupils 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 pupils crossing boundaries without realising.
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

11. Procedures

All known/reported incidences of bullying, including cyberbullying, will be investigated by the class teacher or by a senior member of staff, following the school incident investigation procedure. All incidences will be logged on MyConcern. Any cyber bullying incidents that involve a member of staff will be dealt with in accordance with the school's 'Allegations against staff policy'.

The child displaying the unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may be agreed. Wherever possible, pupils will be reconciled.

In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

Each case will be recorded and reported to the Local Authority where appropriate (racist and homophobic bullying only).

The Safeguarding Governor will be informed on any incidents recorded in a log along with incidents, sanctions and reconciliation.

12. Sanctions

If the class teacher or member of SLT is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned there must be no further incidents.

The member of SLT informs the pupil of the type of sanction to be used - which will be appropriate to the pupils level of understanding – and future sanctions if the bullying continues.

If possible, the member of SLT will attempt reconciliation and will obtain a genuine apology from the bully. This will be based on the ability and level of understanding of both the pupils.

The bullying pupil will be shown that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents/carers are informed of bullying incidents and what action is being taken.

The class teacher informally monitors the pupils involved over the next half term.

13. Support

The class teacher informally checks whether the bullying has stopped on a weekly basis for half a term after the initial complaint of bullying.

If necessary, group dynamics are broken up by members of staff.

The victim is encouraged to tell a trusted adult if bullying is repeated.

Emotional support and reassurance for the victim by members of staff and therapy teams if appropriate.

Support from agencies such as CAMHS.

Liaison with their parents to ensure a continuous dialogue of support

Advice on aspects of online safety, in the event of cyberbullying, to prevent reoccurrences, including where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.

The Head Teacher 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.

14. 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 of school in line with the Child Protection and Safeguarding Policy.

The Head Teacher has 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 the Head teacher power to regulate pupil's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in town or village centre.

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 discipline the pupil on school

premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

15. Record Keeping

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

The 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 pupils that may need to be handles, 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.

16. Pupils with SEND or health issues

The school will recognise the additional barriers that can exist for pupils with SEND and health conditions. As a result, the school will be aware of the potential for these pupils to be more prone to isolation or bullying than others.

The school will also recognise that pupils with SEND or certain medical conditions may be disproportionately impacted by behaviour such as bullying, without outwardly showing any signs.

The school will seek to create an environment in which everyone celebrates diversity and will put in place effective arrangements to prevent stigmatising or other bullying relating to medical conditions.

The school will follow its Supporting Pupils with Medical Conditions Policy and Special Educational Needs and Disabilities (SEND) Policy when ensuring that an inclusive, respectful environment is maintained for all pupils. The school will ensure pupils are aware that bullying others due to a disability or health condition is never acceptable.

17. Monitoring and Review

This policy is reviewed every two years by the head Teacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

APPENDIX A: Sources of further information, support and help

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

Name of organisation	Telephone Number	Website
Act Against Bullying	0845 230 2560	www.actagainstbulling.com
Advisory Centre for Education (ACE)	0300 0115 142	www.ace-ed.org.uk
Anti-bullying Alliance (ABA)	Not available	www.anti-bullyingalliance.org.uk
National bullying Helpline	0300 323 0169	www.nationalbullyinghelpline.co.uk
BBC		www.bbc.co.uk
Childline	0800 1111	www.childline.org.uk
Kidscape	0207 823 5430	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus		www.parentlineplus.org.uk
The Children's Legal Centre	08007832187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk