Campion School & Language College
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Anti Bullying Policy

Date of Policy: April 2024

Staff Responsible: Steve King, Assistant Headteacher

Approved by Governors: 8th May 2024

Date of next Review: April 2025

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Vision

i)   Statement of Intent

Campion is committed to working with students, governors, staff (teaching and non-teaching) and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the school community feel safe, respected and valued. All members of the school community have an absolute right to be protected from others who may wish to harm, degrade or abuse them. Bullying behaviour of any kind is unacceptable at our school. Bullying behaviour may be verbal, physical or psychological. In fact any action which makes any member of the school community feel uncomfortable, insecure or unsafe may be defined as bullying behaviour. The school disapproves of bullying behaviour in all its forms and considers it a most serious offence. If bullying behaviour does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying behaviour is happening is expected to tell the staff. The staff take the lead in creating a climate in which students will report immediately any bullying behaviour incident in the expectation that it will be dealt with urgently and firmly. Parents and guardians have an essential role to play in counteracting bullying behaviour. Where bullying behaviour is clearly established, parents or guardians of both target and ring leader will always be contacted and the school will seek to involve them in securing solutions.

ii)   Scope

This policy includes:

- Bullying of students by other students within school

- Bullying out of school:

    Bullying of and/or by students where the school is aware of the concern and this it is having an impact on students in school. This can relate to any bullying incidents occurring anywhere off the school premises and at any time, such as on school or public transport, outside the local shops. This includes the types of bullying outlined in this policy document, with specific attention drawn to cyber bullying, which by its nature can take place when students are away from the school site and even from each other.

- Bullying of staff by students within or outside school

- The school contacting all families involved, outside agencies where necessary

This policy underpins the consistent application of our Anti-Bullying procedures and practice across the school. It has been devised in line with the statutory regulations set out in the Keeping Children Safe in Education, DfE 2018. This policy should be understood, used and applied alongside the school's policy for teaching, learning and curriculum, the school's Safeguarding and Child Protection Policy and Complaints process.

iii)   Aim

The Aim of the Anti-Bullying policy:

- To respond quickly and effectively to ensure zero-tolerance in bullying behaviour

- To prevent, de-escalate and/or stop any continuation of harmful behaviour

- To safeguard the student/staff member who has experienced bullying behaviour and to implement sources of support for the student/staff member

- To apply restorative solutions to the student(s)/person showing the bullying behaviour and ensure that they learn from the experience and receive suitable disciplinary sanctions and support as required.

Definition

What is bullying?

There are five recognised features of bullying behaviour:

- It is deliberate, hurtful behaviour;
- It is repeated (more than once) over a period of time;
- It is difficult for those on the receiving end to defend themselves;
- It is difficult for those who present bullying behaviours to learn new social behaviours;
- Those who present bullying behaviour have and exercise power inappropriately over others.

All forms of bullying behaviour can be damaging to the development of both the person being targeted and the ring leader. Bullying behaviour can take many forms, but the main types are:

Physical   Pushing, hitting, kicking, punching, taking belongings without permission, non-consensual body contact or an act of violence with intent to harm;

Verbal   Name calling, insulting, threats/intimidation, making offensive remarks or saying something unkind;

Indirect   Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours;

This includes any cyber-bullying - Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites (TikTok, Instagram, Facebook, WhatsApp, Snapchat, Twitter and any other social media platforms). Misuse of associated digital technology such as cameras, video aids, mobile phones, laptops and Ipads – refer to Safeguarding policy.

Categories of bullying behaviour

Bullying related to race, religion or culture

Racist or faith-based bullying is based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations. When bullying behaviour is racist or faith-based, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying behaviour can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

The school has a statutory duty to log all incidents of racist or faith- based bullying behaviour under the 'Equality Act 2010'.

The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of being on the receiving end of bullying behaviour than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect them from being targeted. However, where children with SEN and disabilities are themselves found to be the ring leaders of bullying behaviour in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to being targeted. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions 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 also result in being targeted, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation and gender

Gender, biphobic and transphobic, bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of this kind of bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. This type of bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report being targeted by bullying behaviour if it means "coming out" to teachers and parents before they are ready to. This form of bullying includes in particularly (although not exclusively):

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging and any other social media platforms.

Cyber-Bullying

Cyber-bullying is the use of technologies by an individual or group of people to deliberately and repeatedly upset someone else. It encompasses several different mediums, including the Web; email; social media and mobile phone communication. Cyber-bullying can take place in many ways and may also involve teaming up on a specific person and posting defamatory comments on social networking sites like Instagram or Snapchat.

Cyber-bullying can be identified as:

- Threats and intimidation – sent by mobile phone, email, within online games, via comments on websites, social networking sites or message boards
- Harassment or stalking – sending unwanted text messages; instant messages or making phone calls. Tracking someone's activity, collecting information about them. 'Doxing' is the practice of posting personal information about someone online without their permission
- Vilification/defamation – posting upsetting or defamatory remarks about an individual online, name-calling, general insults or prejudice-based bullying
- Publicly posting, sending or forwarding personal or private information or images – can be designed to embarrass or humiliate individuals

Sexist or sexual bullying

Sexist and sexual bullying affects all genders, who may be victims of their own 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 propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender 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.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Students may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Bullying of and by school staff

Concerns relating to a member of the school staff or other person in a position of trust will be investigated thoroughly (see child protection policy). Likewise verbal and physical abuse directed from students towards members of staff will also be dealt with severely (see consequences policy). The Headteacher reserves the right to insist that abusive parents leave the site and take steps to ensure the safety of students, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the school site in the future.

Bullying behaviour outside of the school premises

This policy applies only to incidents of bullying which take place on school premises. However, the school has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school thus:

- If it emerges that if a student is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the bully's parents/carers informed.

- If a child is found to be the target of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents/carers will be informed.

- If there are more general concerns about children's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure. If concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.

- If information is received that a child is being bullied by a sibling or parent/carer outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to social care to safeguard the student (see Safeguarding and Child Protection Policy).

- If children are being bullied by pupils of another school then pastoral staff of that school will be informed and invited to deal with the matter.

The effects of being targeted by bullying behaviour

Young people who are being targeted are being denied the opportunity to reach their full potential.

Effects may be long term and include:
- Absenteeism – unknown or prolonged periods of time out of school
- Fall in academic performance
- Poor self-esteem
- Health problems
- Isolation and failure to develop socially
- Depression and suicide
- Relationship difficulties.

Signs of being targeted

These include (although not exclusive to):
- Change of friendship groups
- Lack of friends
- School rejection
- 'Illness' at certain times or on certain days
- Change in standard of work
- Under performing
- Withdrawal/sudden lack of confidence
- Severe cases of depression.
- Change in eating habits

Although the above list is most likely to apply to targets, changes in behaviour could indicate that someone has developed anti-social traits and may be displaying bullying behaviour.

Prevention of Bullying Behaviour

Campion believes that the whole school community should work together to reduce bullying behaviour as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment hence creating positive futures for all. Alongside the school's responsive strategies for dealing with incidents of bullying behaviour, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce incidents involving bullying behaviour, this includes Anti-Bullying Ambassadors in each year group.

Through PSHE, assemblies and National Anti-Bullying week annually, aspects of personal and social behaviour will be taught so children can:

- Recognise bullying behaviour
- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to or ways to contact someone
- Feel confident that they will be listened to and supported
- Make them fully aware that bullying is a serious breach of the school rules and will not be tolerated.

The school will also strive to:

- Adopt positive behaviour management strategies as part of the school's Behaviour and Relationships Policy.
- Ensure that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school.
- Explore work towards Anti-Bullying Quality Marks
- Provide training on behaviour management and Anti-Bullying for all relevant staff including lunchtime staff.
- Provide social skills groups for vulnerable individuals and groups.
- Provide a transition programme to support students moving across year groups and key stages.
- Provide information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites.
- Ensure adequate supervision of pupils before school, at breaks and lunchtimes and after school (until 4pm) Use CCTV when applicable to review any incidents in open areas.
- Provide a range of opportunities at lunchtimes so that pupils have positive activities in which to engage.
- Use the Library or Bridge to offer alternative provision for vulnerable students at unstructured times.
- Through the School Council and the Anti-Bullying Working Party students will review the effectiveness of the school's measures in counteracting bullying. Anti-Bullying Working party to meet on a termly basis.
- Use Anti-Bullying Ambassadors to pro-actively reduce bullying and act as a student voice. Publish activities and lead assemblies/whole school activities.
- Identify and use opportunities within the school curriculum to discuss aspects of bullying to emphasise that the school does view bullying behaviour as a serious issue, and to explore the appropriate ways of behaving towards each other e.g. within citizenship, cross curricular days and as part of the assembly schedule.

- Teachers will ensure that they do not use teaching materials or equipment which portray a bad or negative view of any group because of their ethnic origin, gender, ability/disability etc.
- Teachers will encourage pupils to treat everyone with respect through:
    – modelling the behaviour they expect through their own dealings with pupils
    – always challenging inappropriate responses from pupils towards other individuals or groups (including racial or minority groups)
    – implementing the school's guide to rewards and sanctions (see Behaviour and Relationships Policy)
    – promoting the schools Anti-Bullying Ambassadors and S.T.O.P programme at the start of Year 7 to highlight the issue and to encourage pupils to take a positive stand against bullying.
    – promoting positive and caring attitudes towards minorities through the curriculum, assemblies and charity work
- The school will, through staff and partner organisations restrict access to certain websites on the school intranet and monitor email traffic through security software.
- Regulate the use of mobile phones during the school day (See it, hear it, lose it)
- Work pro-actively with community groups to respond to and help eradicate anti-social behaviour in the community. Liaising with members of the community e.g. PCSO, Community Police Officer, transport service providers and engaging in community initiatives and safer school partnerships.

Reporting and Recording Incidents

Reporting Incidents of Bullying - Students

The school encourages and equips the whole school community to report all incidents of bullying behaviour, including students who have experienced being bullied and bystanders who have witnessed an incident. We are a 'telling' school.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Approachable staff including teachers and support staff who are aware of the importance of listening to students' concerns. We encourage all students to think about significant members of the school community that they can go to when they have a problem. This will generally be the child's Year Manager (YM), SENDCO, Form Tutor or Anti-Bullying Co-ordinator

- There are various Designated Safeguarding Lead members of staff (see Safeguarding and Child Protection Policy)

- Anti-Bullying Ambassadors provide peer support to encourage students to report any kinds of bullying behaviour that they have been in receipt of or have witnessed

- Access to an email and text reporting system is available for all students to report any incidents confidentially to a Safeguarding lead or Anti-Bullying co-ordinator via the Campion website

- A drop box by the canteen under the photos of all the Anti-Bullying Ambassadors

Reporting – Parents/Carers

Concern or Complaint?

Parents have access to an email address that they can use to report any bullying behaviour concerns that they have. This is received by a Safeguarding lead or the Anti-Bullying co-ordinator.

Concerns and routine queries should be raised to the child's form tutor. We place great emphasis on the role of the Form Tutor (FT). It is the FT who has the most regular contact with your child, monitoring attendance, academic performance and the general welfare of your child. **If you have a query or a concern please contact the FT first.**

If a concern is raised and not dealt with it becomes a complaint. Complaints of a serious nature should be made to the Assistant Head (Personal Development, Welfare and Behaviour), or if the complaint refers to the Headteacher to the designated Chair of Governors. **Please raise your concerns before they become complaints.** In some circumstances it is necessary for the line manager to pass down an issue to another member of staff. This does not mean that the school is taking your concern any less seriously. Through delegation we are trying to ensure that your concern is dealt with as quickly as possible.

At Campion, we firmly believe in a circle of communication between parents, students and the school. Without this students' needs are not best met. With nearly 1300 pupils in the school all kinds of queries arise on a daily basis. If you have a concern or complaint we would like you to tell us

about it. We welcome suggestions for improving our work and want to know if you have any concerns. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident which happened some time ago.

Staff at the school will make every effort to respond to your call/letter/email within 48 hours. More serious issues will be responded to within 24 hours. Due to the complex nature of some issues it is not always possible to resolve matters within this time frame, but staff will at the very least acknowledge your concern and indicate who is dealing with the matter.

When telephoning, please be aware that most staff will be teaching and that on many occasions you will be asked to leave a message. If the matter is urgent then you can ask the reception staff to find you a Year Manager or senior member of staff who will be able to help you. If you are not sure of the name of the person you want to speak to, please ask the reception staff who will be able to help you. **Please note it may not be possible to come into school without a prior appointment and expect to see a member of staff**. To avoid disappointment, please book an appointment with your child's Year Manager in the first instance.

Recording

Bullying incidents will be systematically recorded and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school site to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Pastoral Team at the school and will be held under the GDPR guidelines.

Responding to Incidents of Bullying

All staff have a responsibility to tackle bullying. The school endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying behaviour in children and how to identify vulnerable young people who may be susceptible to being on the receiving end of bullying behaviour or becoming actively involved in bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging pupils. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying behaviour for the target, the ringleader and any bystanders involved. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff).

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected staff will talk to the suspected victim, the suspected bully and any witnesses and take written accounts. These will be recorded and passed on to a Designated Safeguarding Lead who will then investigate the incident (see flowchart).

The school will offer a proactive, sympathetic and supportive response to children who are the targets of bullying behaviour. The exact nature of the response will be determined by the particular child's individual needs and may include:
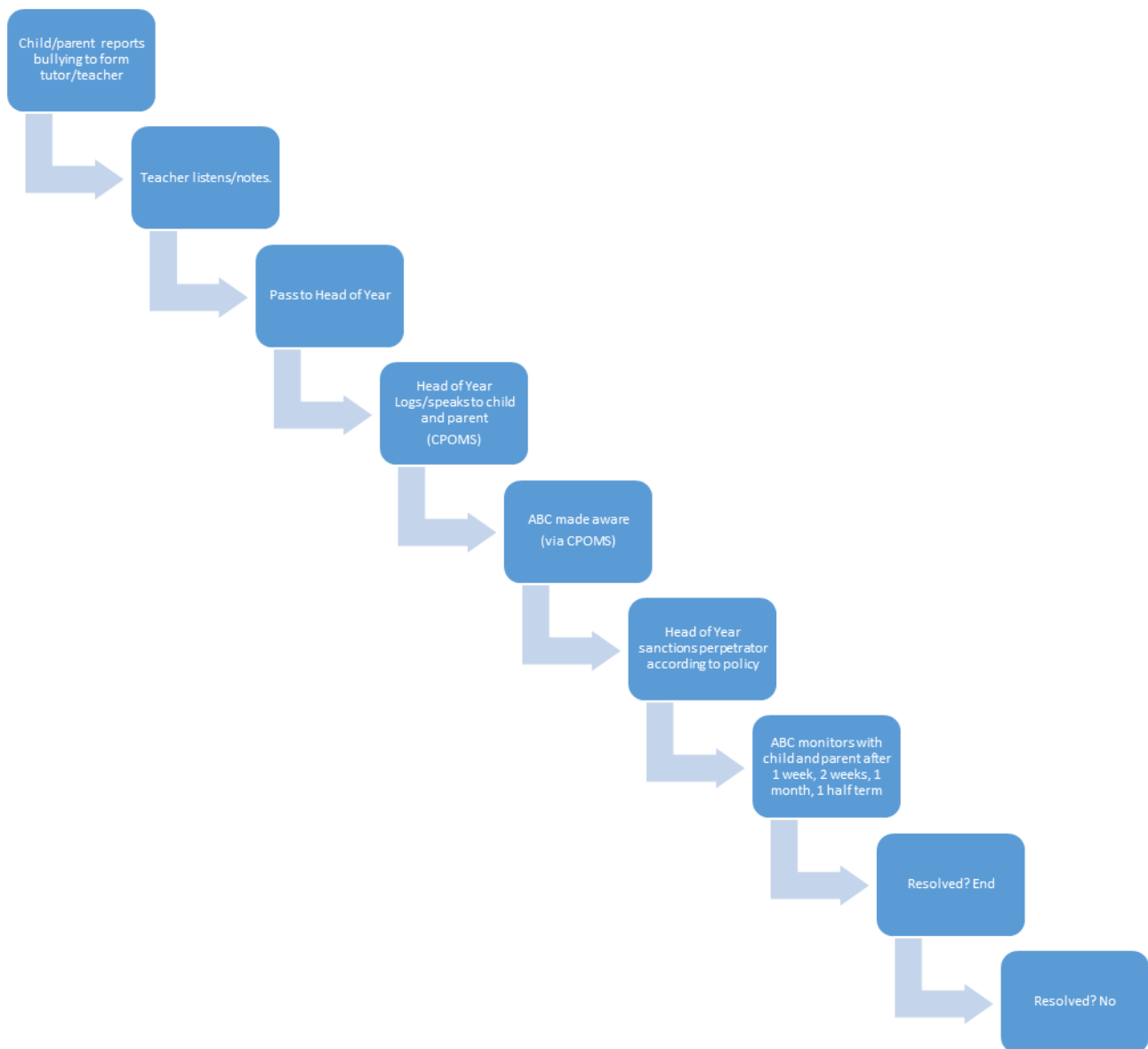
- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Informing/informing parents at the earliest opportunity
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling
- Befriending /creation of a support group
- Extra supervision/monitoring
- Peer mediation/peer mentoring
- Adult mediation between the ring leader and the victim (provided this does not increase the victim's vulnerability) in line with the school's approach to Restorative justice
- Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time.

For the Ringleader:

- Talking about what happened, to discover why they became involved
- Informing the ringleader's parents/guardians as soon as an incident of bullying behaviour has been identified.
- Continuing to work with the ringleader in order to modify attitudes, this can include changes to class groupings or school travel arrangements
- Taking one or more of the disciplinary steps described below to prevent further bullying behaviour.

BULLYING CONSEQUENCES PATHWAY
Devised by the Inclusion team for when it meets the Several Times on Purpose S.T.O.P definition

	Incidents of evidenced bullying behaviour
Offence 1	1 day in Isolation Phone call home to parents
Intervention	Restorative work in school between target and ring leader 1 session with ABC on bullying and its impact
Offence 2	1 day suspension Phone call home Parents to meet with the Year Leader in school
Intervention	Session with Anti Bullying Co-Ordinator on impact of bullying Session with Safeguarding Manager
Offence 3	1+ days suspension Phone call home Parents to meet with a member of the Senior Leadership Team on return to school
Intervention	Session with PCSO on the law and bullying. Formal conversation with parents in attendance
Offence 4	Permanent Exclusion (or exploration of a Managed move to remove the ring leader where other factors are present)

If we deem an incident is of a more serious nature we reserve the right to escalate the consequence

We may refer any incident to an external agency if we feel it is necessary

Child/parent reports bullying to form tutor/teacher

Teacher listens/notes.

Pass to Head of Year

Head of Year Logs/speaks to child and parent (CPOMS)

ABC made aware (via CPOMS)

Head of Year sanctions perpetrator according to policy

ABC monitors with child and parent after 1 week, 2 weeks, 1 month, 1 half term

Resolved? End

Resolved? No

Monitoring and Review

To seek opinion of the effectiveness of anti-bullying strategies in place, the school will survey/obtain information from a range of stakeholders. This will include:

- Termly meeting with the Anti-Bullying Ambassadors. This will include members of teaching and support staff, students, governor and parents/carers.
- Parental survey at Parents' Evenings (to ascertain how effectively the school cares for students and deals with bullying).
- Opportunities for parents/guardians to contact the school via the website.
- Student Voice.
- Anti-Bullying Ambassadors, Year and School Council.
- Informal meetings and discussions with parents/guardians and students.

Data will be used by the Senior Management Team and the Bullying Intervention Group to review strategy and celebrate success. The policy will be reviewed by the Anti-Bullying Ambassadors group annually at the first meeting at the start of each academic yea

Parents/carers will be consulted/informed of reviews via posts on the school website and opportunities to contribute via the Anti-Bullying Ambassadors. Success will also be celebrated through the school newsletter. Advice/parents' guides will be posted on the website to ensure parents/carers are kept informed of the latest trends. This will enable the school and parents/carers to work together to minimise and prevent bullying in our community.

Roles and Responsibilities

Anti-Bullying Governor:
Ms Bally Sandhu

Assistant Principal (Personal Development, Welfare and Behaviour):
Mr S King (Designated Safeguarding Lead)

Anti-Bullying Co-Ordinator:
Mrs M Brighty

Anti-Bullying Policy - Summary for Parents/Carers

What can I do as a parent?

We believe that adults can set an example in their own behaviour. We hope that the ethos of the school will help to instill mutual respect and civilised behaviour.

We recognise that in our preventative approach to bullying we should provide pupils with the opportunity to discuss the topic through form tutor periods and assemblies. We will also ensure that every student knows where, when and to whom they can talk about any bullying incidents. This may be staff at school or parents at home. Pupils must feel confident that talking to adults is the proper course of action if they witness or experience bullying

By encouraging your child to talk at home and school about their experiences both in the 'real world' and on social media both positive and negative, we are providing a safe platform for them to share their lives and to help us to respond to any bullying behaviour that may be happening to them.

If you do discover that your child is being bullied do not encourage him or her to 'hit back'. It may be contrary to your child's nature and may be just what the ringleader wants. Emphasise to your child that there is nothing wrong with him or her and that he or she can be helped. Contact the School either by telephone or by using the dedicated Anti-Bullying email address **antibullying@campionschool.org.uk**. Staff are experienced and use tact and discretion in their investigation of such instances. We are also a Restorative school and will use Restorative solutions where possible.

The whole school community (parents, pupils, teaching and support staff) has a role to play in combating bullying. All pupils should be aware that there is no such thing as an innocent bystander and the school neither condones nor ignores bullying behaviour, while all adults should be familiar with this policy to avoid inappropriate action being taken. We should all be committed to ensuring that every student receives his or her education in a safe environment free from humiliation, oppression or harassment. We are also a school that encourages "whistleblowing" when it comes to bullying behaviour and that the "snitch/grass" view from students is not tolerated.

Please refer to the full policy for more detailed information.

Useful websites include:

https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents

https://www.bullying.co.uk/advice-for-parents/

https://www.nationalbullyinghelpline.co.uk/kids.html

https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/

We all have a responsibility to make sure that bullying behaviour has no place at Campion.