Burton Hathow Preparatory School

Anti-bullying Policy

Last updated: September 2026

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Reviewed September 2026

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Statement of intent

Burton Hathow Preparatory 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 to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The school has regard to its duties under relevant legislation and statutory guidance, including the Equality Act 2010, the Education (Independent School Standards) Regulations 2014 and Keeping Children Safe in Education 2026. The school maintains measures to promote good behaviour, prevent bullying and safeguard the welfare of pupils. These measures are reflected in this policy and the school's Behaviour Policy, Child Protection and Safeguarding Policy and Child-on-Child Abuse Policy.

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

Bullying, discriminatory behaviour and child-on-child abuse are unacceptable and will always be taken seriously, challenged and responded to appropriately. Harmful behaviour will never be dismissed as "banter", "part of growing up" or an inevitable part of school life.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Protection from Harassment Act 1997
- Public Order Act 1986
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Online Safety Act 2023
- Independent School Standards Regulations 2014
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2026) 'Keeping children safe in education 2026'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Child-on-child abuse policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships and Health Education Policy
- Exclusion Policy

2. Definitions

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying often involves an imbalance of power, whether real or perceived.

A single incident may not meet the definition of bullying, but this does not mean it will be treated less seriously. A one-off incident may constitute harmful behaviour, discrimination, harassment or child-on-child abuse and will be addressed under the school's Behaviour Policy and/or Child Protection and Safeguarding Policy as appropriate.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.

- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

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 out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their race, ethnicity, nationality or skin colour. Certain racist behaviour may constitute a criminal offence, including offences under the Crime and Disorder Act 1998 and Public Order Act 1986.

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

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

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

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

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

Prejudice-based and discriminatory bullying: Bullying or harmful behaviour motivated by prejudice or hostility towards a person's actual or perceived characteristics, identity or background. This can include racism, faith-targeted abuse, ableism, sexism, homophobic, biphobic or transphobic bullying, and other discriminatory behaviour. The school recognises

that prejudice-based harm may affect a pupil's welfare, wellbeing and willingness to seek help. Staff will consider whether discriminatory incidents constitute a safeguarding concern, including child-on-child abuse, as well as a behaviour matter.

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

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

4. Roles and responsibilities

The 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 an advisory board member 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 is responsible for:

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

Form Tutors are responsible for:

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

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's form tutor or class teacher of such observations.

- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

The pastoral/MH lead is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant form tutors regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's form tutor if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

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 will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a specific criminal offence, some behaviour associated with bullying may constitute a criminal offence. This may include harassment, threatening or harmful communications, assault, theft, hate crime and certain online offences. Relevant legislation includes the Protection from Harassment Act 1997, Public Order Act 1986, Crime and Disorder Act 1998 and Online Safety Act 2023. Where the school believes that an offence may have been committed, the headteacher and/or DSL will consider whether referral to the police or other relevant agencies is appropriate.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.

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

Through Relationships Education, PSHE, online safety education, assemblies and the wider curriculum, pupils will be taught about respectful relationships, equality, protected characteristics, appropriate online behaviour, how to recognise bullying and discriminatory behaviour, and how and where to seek help. Teaching will have regard to the current statutory Relationships Education, Relationships and Sex Education and Health Education guidance.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable, will meet with their form tutor on a fortnightly basis, where appropriate, to ensure any problems can be actioned quickly. Form tutors will also offer an ‘open door’ policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil’s form tutor and the DSL will implement a strategy to prevent bullying from happening – this will include a class and form buddy, break time support and weekly meetings with form tutors for the first half term. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

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

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

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

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

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

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

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

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

8. Staff principles

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

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 respect pupils' privacy and information about bullying incidents will only be shared with those who need to know in order to safeguard pupils, investigate concerns, provide appropriate support or fulfil the school's responsibilities. Staff will never promise confidentiality to a pupil where information may need to be shared to keep them or another child safe. 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 (including harassment and violence)

The school takes a clear and robust approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. All concerns will be taken seriously and responded to appropriately.

Child-on-child abuse can include bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sexual violence and sexual harassment, and other forms of harmful behaviour.

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

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including the consensual and non-consensual sharing of nude and semi-nude images and/or videos, sexual harassment, sexual violence and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a 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), where the DSL deems this appropriate in the circumstances.

The school's Child-on-Child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. 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 is bullying that takes place using digital technology. It may occur through social media, messaging services, group chats, online games, email, websites or other digital platforms and services. Cyberbullying can take place both inside and outside school and can affect pupils at any time, including when they are at home.

Cyberbullying may include, but is not limited to:

- Sending threatening, intimidating, abusive, discriminatory or upsetting messages.
- Posting or sharing embarrassing, humiliating, offensive or harmful photographs, videos or other content.

- Deliberately excluding an individual from online groups or activities in order to cause distress or humiliation.
- Spreading rumours, false information or malicious content about another person online.
- Creating fake accounts or impersonating another person with the intention of causing harm, embarrassment or distress.
- Sharing another person's private information or content without permission.
- Using social media, messaging platforms, online games or group chats to harass, intimidate, discriminate against or repeatedly target another person.
- Creating, altering or sharing AI-generated or digitally manipulated content intended to humiliate, intimidate, deceive or harm another person.
- Using generative AI or other technology to impersonate another pupil or member of the school community, including through manipulated or 'deepfake' images, video or audio.
- Creating or sharing sexualised, nude or semi-nude images, including AI-generated or digitally manipulated sexual imagery.

This list is not exhaustive. New technologies and platforms may create new ways in which bullying or harmful behaviour can occur.

The school recognises that online bullying can differ from face-to-face bullying. Content can be shared rapidly with a potentially large audience, can remain accessible for significant periods of time and can reach a pupil wherever they are. The person responsible may also attempt to conceal their identity. The school recognises that these characteristics can increase the impact of bullying on a pupil.

The school will treat cyberbullying seriously and will respond to concerns in accordance with this policy, the Behaviour Policy, Online Safety Policy and Child Protection and Safeguarding Policy. Where online behaviour constitutes, or may constitute, child-on-child abuse or another safeguarding concern, the school's safeguarding procedures will be followed and the DSL will be informed.

Staff will be alert to changes in a pupil's behaviour that may indicate that they are experiencing online bullying. These may include becoming anxious or distressed after using a device, withdrawing from online activity, becoming secretive about online activity, changes in friendships, reluctance to attend school, changes in emotional wellbeing or a deterioration in engagement with learning. These signs do not necessarily indicate cyberbullying but will be explored appropriately where there is cause for concern.

Pupils will be taught, through Relationships Education, PSHE, online safety education and the wider curriculum, how to behave respectfully online, recognise harmful behaviour, protect their personal information and seek help if something happens online that makes them or another person feel unsafe or uncomfortable. Pupils will be encouraged to report online bullying to a trusted adult and will be reassured that concerns will be taken seriously.

Where cyberbullying is reported, pupils should not retaliate or respond in a way that may escalate the situation. Where safe and appropriate, evidence should be preserved, for example through screenshots, messages or URLs, and provided to a trusted adult. Staff should not ask pupils to download, forward or unnecessarily share harmful or illegal content in order to preserve evidence.

Any incident involving the making or sharing of nudes or semi-nudes, including manipulated or AI-generated sexual imagery, will be treated as a safeguarding matter and managed in accordance with the Child Protection and Safeguarding Policy and current safeguarding guidance. Staff will not intentionally view, copy, print, share, store or save such imagery except where this is specifically permitted by safeguarding procedures and appropriate advice has been obtained.

Where harmful content has been posted online, the school may support the pupil and their parents to use the relevant platform's reporting and blocking mechanisms. Where appropriate, the school may request that content is removed. The DSL will consider whether further action or referral to another agency, including the police or children's social care, is necessary.

Cyberbullying that takes place outside school may still be investigated and addressed by the school where it affects pupils, the school community, safeguarding or the orderly running of the school.

Any searching, confiscation or examination of electronic devices will be undertaken in accordance with the school's Behaviour Policy, safeguarding procedures, applicable legislation and relevant government guidance. Staff will consider the safeguarding implications of any action involving a pupil's device and will involve the DSL where appropriate.

Following an incident of cyberbullying, appropriate support will be provided to the pupil who has experienced the bullying and to the pupil displaying bullying behaviour. The school will monitor the situation to ensure that the behaviour has stopped and that appropriate support remains in place.

11.Procedures

Reports or concerns relating to bullying will be reported to the pupil's form tutor, who will ensure that the matter is investigated appropriately and escalated to the DSL or headteacher where necessary. When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents

- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Where appropriate, evidence relating to a cyberbullying incident will be preserved and considered in accordance with the Cyberbullying section of this policy and the school's safeguarding procedures. Staff will not ask pupils to download, forward or unnecessarily share harmful or illegal content.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils
- All incidents are recorded on CPOMS

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

12.Sanctions

If the head is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The head will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

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

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The form tutor informally monitors the pupils involved over the next half-term.

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

13.Support

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

- Emotional support and reassurance from MHL

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

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

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will consider what pastoral, therapeutic or other support may be appropriate for a pupil displaying bullying behaviour, including whether there are underlying safeguarding, SEND, mental health, emotional or social needs contributing to the behaviour.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Follow-up will be proportionate to the circumstances and needs of the pupils involved. The form tutor, DSL and/or appropriate pastoral lead will check that the bullying has stopped and that agreed support remains effective. The frequency and duration of follow-up will be determined on a case-by-case basis and recorded appropriately.

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

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

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

15. Bullying outside of school

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

Where bullying outside school is reported to the school, it will be considered and, where appropriate, investigated and addressed in accordance with the school's Behaviour Policy, safeguarding procedures and terms and conditions. This may include online or offline behaviour outside school where it affects pupils, safeguarding, the school community or the orderly running or reputation of the school.

The headteacher and/or DSL will consider whether it is appropriate to notify the police or another relevant agency. Where the behaviour may constitute a criminal offence or poses a serious threat to a member of the public, advice will be sought and a referral made where appropriate.

16. Record keeping

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

The head 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 handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

17. Monitoring and review

This policy is reviewed every year by the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is September 2027