



Lancing Prep Worthing

A Lancing College Preparatory School

ANTI-BULLYING POLICY (Including Cyberbullying)

Policy Statement

Lancing Prep Worthing is committed to providing a safe, inclusive and respectful environment in which every pupil is able to learn, develop and thrive. Bullying, including cyberbullying, prejudice-based bullying and child-on-child abuse, is not tolerated under any circumstances. All reports of bullying will be taken seriously, investigated promptly and addressed fairly and consistently. The welfare of pupils will always be our primary consideration.

Introduction

This policy applies to the whole school, including the EYFS.

This policy takes guidance from Preventing and Tackling Bullying (DfE, July 2017), Keeping Children Safe in Education (DfE, 2026), Behaviour in Schools (DfE, February 2024), Mobile Phones in Schools (DfE, statutory from September 2026), Searching, Screening and Confiscation (DfE, July 2022) and Sharing Nudes and Semi-Nudes: Advice for Education Settings (UKCIS). It sets out the effective anti-bullying strategy required by Part 3 of the Independent School Standards Regulations 2014, and reflects the school's duties under the Equality Act 2010.

Reviewed in September 2026 by Nick Grimshaw.

Next review due: September 2027

This policy should be read in conjunction with:

The Positive Behaviour Policy (including Rewards and Sanctions, and Permanent Exclusion)

The PSHEE schemes of work

The Child Protection (Safeguarding) Policy

The Child-on-Child Abuse Policy

The Promoting Fundamental British Values Policy

The Policy for Special Educational Needs and Disability (SEND)

The Disability Inclusion and Learning Support Policy (including EYFS)

The Acceptable Use Policy

The LPW AI Policy

The Mobile Phone Policy

Responsibilities

The Head has overall responsibility for the positive behaviour of the children in the school which includes the prevention of bullying. On a day-to-day basis this responsibility is delegated to the Assistant Head (Positive Behaviour and Restorative Justice) in the Prep, the Head of Pre-Prep, and the Head of Explorers' Corner Nursery and Pre-School.

It is the responsibility of all adults to implement the Anti-Bullying Policy consistently throughout the school.

Annual staff training in Safeguarding includes safeguarding children from bullying, in school, outside school and online including SEND and LGBTQ+ pupils. It aims to raise staff awareness so that the principles of school policy are understood, legal responsibilities are known, action is designed to prevent problems and sources of support are clearly indicated. In addition, any bullying or potential bullying issues are discussed at our weekly SLT and staff meetings. All staff read Part One of Keeping Children Safe in Education (2026) and know that they must pass on any bullying concern to the DSL, either as a written note or via MyConcern.

We work closely with our parents on all matters and, at our annual Welcome Evening which takes place in September, we speak about our expectations regarding general behaviour and in particular bullying. The Be Kind Code is highly visible in the pupils' homework diaries for both pupils and parents to refer to and it is also highly visible in classrooms around the school. It can also be accessed through the VLE, and every child discusses it, alongside our Code of Conduct, during induction at the start of the academic year. Our aim for the children to be kind is shared regularly and repeatedly with pupils and their parents.

Staff are expected to model respectful relationships, positive language and inclusive behaviour at all times. Adults should challenge discriminatory language, prejudice and unkind behaviour immediately and consistently.

Overview and Definition

The aims and objectives of this policy are to ensure that every pupil feels safe within the school environment. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. This is also part of the school aims. All pupils should know what to do if they are being bullied and should feel confident that if they are being bullied something will be done to stop it immediately.

Pupils are taught that bullying is "any behaviour or action repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally, and is often motivated by prejudice against certain groups, for example, on grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex,

sexual orientation or special educational needs, or because a child is adopted, looked after or a young carer.” The behaviour is repeated over time and not a single incident. Bullying usually involves an imbalance of power, which may be real or perceived. However, we will take action in response to a single incident and make an appropriate record. This will assist to spot patterns and to ensure the single incident does not become the first of a series.

Through PSHEE and assemblies, including our annual Anti-bullying assembly at the start of Anti-Bullying Week in November, children are repeatedly reminded of our aim and our expectation for them to be kind, tolerant and respectful members of our community and to understand that we are all different. They are taught the importance of avoiding prejudice-based language and that bullying comes in various forms. It can happen at any time and in any place around the school. Bullying is extremely serious, whether physical or emotional. It can cause lasting psychological damage and in the worst cases suicide. Bullying related to a protected characteristic under the Equality Act 2010 may also constitute unlawful discrimination, harassment or victimisation and will be addressed with particular seriousness. We have a zero-tolerance approach to bullying. This includes ‘banter’, both in and out of the classroom: in line with our Positive Behaviour Policy, there is no banter at Lancing Prep Worthing, only kind or unkind.

Pupils are also taught, through PSHEE and assemblies, including our annual Anti-bullying Assembly, that they have a part to play in the prevention of bullying, including when they find themselves as bystanders. The school also has an elected Be Kind Committee (formerly the Anti-Bullying Committee) of form representatives, which meets once each half term. Its members act as Be Kind Ambassadors, gathering the views of their forms and helping to prevent bullying. The school also gathers pupil voice through surveys, discussions, the Love Learning and Be Kind Committees, and pastoral review processes. Information gathered is used to evaluate the effectiveness of anti-bullying measures and identify emerging concerns.

In addition to staff being people children can speak to if there is an incident, Restorative Rangers provide peer support and an extra pair of eyes in noticing pupils who may be at risk. They are trained to direct such children to an adult.

Bullying may occur directly or through cyber-technology (for example social media, messaging apps, online gaming, text messages, images and video, including images created or altered using AI). Please see the section on Cyberbullying later in this policy.

Great discretion is needed when judging behaviour: isolated incidents of name calling are sometimes unwanted and negative behaviour rather than bullying and the hiding of other children’s possessions is not always bullying.

Pupils also understand that they need to tell someone they trust if they are a victim or if they witness any bullying behaviour.

The monitoring and prevention of bullying is a high priority for us and, although we are a small family school, all staff maintain an attitude of 'it could happen here'. It is the duty of any member of staff to ensure that they inform the Assistant Head (Positive Behaviour and Restorative Justice) immediately if they suspect bullying is taking place.

In the EYFS, issues of bullying will be dealt with by the Head of Pre-Prep (Reception) or the Head of Explorers' Corner (Nursery and Pre-School), who will inform any other member of staff as necessary, including the Assistant Head and the Head. The Assistant Head keeps the Record of Bullying Incidents so that patterns in bullying behaviour can be identified and appropriate education and action taken. This forms part of the observations for Personal, Social and Emotional development looking particularly at managing feelings and behaviour and making relationships.

The school uses a wide range of opportunities to promote good behaviour, respect and tolerance, and provide pupils with the opportunity to discuss issues, such as differences between people and the importance of avoiding prejudice-based language. We also aim to build our pupils' resilience so that they can protect themselves and their peers through their education and information. These opportunities can be taken, for example, in Restorative Justice sessions, PSHEE lessons (including Relationships and Health Education, taught in line with the DfE's statutory guidance in force from September 2026), assemblies, tutor time and circle time, and some lessons, such as RS and English. All these are led by caring and supportive staff.

Staff and pupils must report bullying, including cyber-bullying outside school and all staff and parents know to report a serious bullying issue to external agencies if applicable, such as police or children's social care.

Child-on-Child Sexual Harassment and Violence

Sexual harassment or violence (online or offline) between pupils is never acceptable. Where an incident may constitute child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour or any other safeguarding concern, safeguarding procedures will take precedence over behaviour procedures. The matter will be referred immediately to the DSL and managed in accordance with the Child Protection (Safeguarding) Policy and Keeping Children Safe in Education.

The school will follow statutory guidance (KCSIE) in assessing risk, making referrals to children's social care or police if needed, and providing a safety plan.

Bullying is itself a form of child-on-child abuse, which also includes misogynistic and sexist behaviour, and the creating or sharing of nude or semi-nude images, including AI-generated images. Staff must never view, copy, print or share an image of this kind. Full procedures are set out in the Child-on-Child Abuse Policy and the Child Protection (Safeguarding) Policy.

Any form of bullying is unacceptable, and the consequences are made clear to both the pupil displaying bullying behaviour and their parents. Each case of bullying is rigorously dealt with, and both the victim and the pupil responsible are given as much support as possible to prevent any reoccurrences. We want to ensure that our pupils respect each other and enjoy each other's company as well as feeling good about themselves.

Be Kind Code for LPW

What is bullying?

Bullying is persistent action taken by one or more people with the deliberate intention of hurting another person, either physically or emotionally. It can take many forms; racial, religious, cultural, sexual, sexist, homophobic, cyber and the bullying of disabled children or those with special educational needs.

How can we recognise bullying?

Bullying can be:

- *Physical: pushing, kicking, hitting, punching or any use of violence*
- *Verbal: name calling, banter, sarcasm, teasing, discriminatory remarks, and threatening comments*
- *Emotional: excluding someone from a game or activity, spreading rumours or tormenting (e.g. hiding books, threatening gestures) intimidation*
- *Cyber: hurtful messages, comments, images or videos sent or shared online, including on social media, messaging apps and online games, or pictures changed using AI*

*Every child, teacher and parent has a **responsibility** to ensure that bullying is not tolerated, and every member of our community is **entitled** to the respect of others regardless of their differences.*

If you are concerned about bullying behaviour towards you or another pupil whilst you are a member of our community; please speak to someone you trust immediately. This can be bullying outside school as well as in school, cyberbullying as well as face to face bullying. This could be a close friend, your form teacher, Mr Grimshaw, Miss Bennet, or any adult in the school. You can also contact CHILDLINE on 0800 1111.

We can help; you never need to suffer in silence.

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Examples of bullying behaviour:

Physical: pushing, kicking, hitting, punching or any use of violence.

Verbal: name calling, sarcasm, 'banter', spreading rumours, teasing.

Emotional: excluding, tormenting (e.g. hiding books, threatening gestures) intimidation.

Religious and Cultural: including verbal.

Racist: racial taunts, graffiti, gestures

Sexual and sexist: unwanted physical contact, sexual comments, or sexist or misogynistic remarks. ([An NSPCC helpline 0800 136 663 supports potential victims of sexual harassment and abuse in education settings to provide appropriate support and advice to children and adults who are victims of sexual abuse in schools](#))

Homophobic and biphobic: unwanted abusive comments directed at pupils who are, or are thought to be, lesbian, gay or bisexual

Transphobic: unwanted abusive comments or behaviour directed at pupils who are, or are thought to be, transgender or questioning their gender

Cyber (use of technology): messaging apps, social media, online gaming, websites, and images or videos, including those created or altered using AI.

For more information on cyber-bullying please see the Cyberbullying section of this policy.

Disability: unwanted physical, verbal, or emotional actions relating to disability.

Special Educational Needs: verbal comments and/or abuse directed at a person's special educational needs.

Personal: comments about home background, for example if a child is adopted, looked after or a young carer, or about a child's carer.

Banter: 'the playful and friendly exchange of teasing remarks', which can easily cross into bullying. (For more information about banter please cross reference our Positive Behaviour Policy).

Children who display bullying behaviour

Pupils who display bullying behaviour may themselves require pastoral support, additional intervention or further assessment. The school seeks to understand the underlying causes of behaviour whilst holding pupils appropriately accountable for their actions. They may feel empathy or guilt about what they are doing to others and may themselves be experiencing bullying.

We understand the need to help both the victim and the pupil displaying bullying behaviour. That pupil needs to accept responsibility for their action whilst understanding what went wrong. They must be provided with support so as not to

repeat offensive behaviour. Some children who display bullying behaviour suffer from low self-esteem and part of the healing process will involve strategies to help with this. At times blame is not one sided and the full truth may sadly never be fully established. Permanent exclusion is extremely rare. Support may include restorative work, ELSA intervention, a behaviour plan, consideration of any special educational needs in discussion with parents, or referral to external agencies. A restorative meeting will only take place if the pupil who has been bullied feels safe and wishes to take part.

Identifying victims of bullying

Pupils experiencing bullying may be those who are new to class/school, different in speech or appearance, suffer from low self-esteem, nervous/anxious or they may demonstrate reactions which 'entertain' other children when teased or provoked.

Bullying is often motivated by prejudice or fear, so staff are trained to understand the needs of all our pupils including those with special educational needs or protected characteristics. Pupils with special educational needs and disabilities can be disproportionately affected by bullying without outwardly showing signs and may find it harder to report. Staff do not assume that changes in a child's behaviour, mood or wellbeing relate to their needs without further exploration, and any harassment or victimisation related to disability or SEND is addressed.

Children who are being bullied may exhibit:

- Unwillingness to return to school
- Excessive anxiety
- Becoming inward and quiet or reluctant to say what is wrong
- Books, bags, or belongings suddenly going missing
- Change to established habits
- Low/diminished self confidence
- Frequent visits to the front office with headaches, stomach aches etc.
- Unexplained cuts and bruises
- Frequent absences or late arrivals to class
- Displaying repressed body language and poor eye contact.
- A desire to move places in class

There may be other causes which lead to the above or a combination of the above and any signs of these should be investigated by parents and teachers.

The Zones of Regulation enable children to signpost, via feelings cards, to teachers discreetly where they may be feeling discomfort, allowing this to be investigated further and identify trends.

The school recognises that bullying can have a significant impact on a pupil's emotional wellbeing, mental health, attendance and engagement with learning. Pupils affected by bullying will be offered appropriate support according to their needs.

Cyberbullying

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to hurt or upset someone else. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation, or impersonation. Cyberbullying may involve the use of email, VLEs, chat rooms, web sites, social networking sites, mobile phones, digital cameras, games, and virtual world sites. It can also include creating or sharing images or videos which have been altered or generated using artificial intelligence (AI).

Some features of cyberbullying are different from other forms of bullying:

Cyberbullying can take place 24/7, intruding into the home and places that have previously been regarded as safe and private.

The audience can be very large and rapidly reached. The difficulty in controlling electronically circulated messages means that the scope and scale of cyberbullying can be greater than for other forms of bullying.

The profile of the person being bullied and the person responsible may not rely on traditional power imbalances.

The person being bullied will have evidence of its occurrence through the 'digital footprint', which can potentially be used as evidence.

There may not be a clear intention to hurt or distress, in some cases. The person responsible may not realise that remarks are publicly accessible or persistent or the amplified effect that technologies produce.

We believe that pupils can be positively used to combat cyberbullying through awareness and positive intervention. There are various opportunities to hear and respond to pupil voice through the Love Learning and Be Kind Committees.

Cyberbullying: roles and responsibilities for online safety

Our Child Protection (Safeguarding) Policy states that: Every pupil should feel safe and protected from any form of abuse (including that perpetrated by the use of technology i.e. Cyberbullying)

In line with Keeping Children Safe in Education (2026), the Designated Safeguarding Lead (DSL) takes lead responsibility for online safety, including understanding the school's filtering and monitoring systems. The DSL works closely with the Head and the Director of IT at Lancing College, who lead on incidents involving the misuse of IT

and oversee anti-cyberbullying activity. The Head of IT teaches online safety as part of the IT curriculum and is responsible for the effective delivery of this.

The Head of PSHEE liaises with the Director of IT, the DSL, the Head of Pre-Prep and the Head of Explorers' Corner in ensuring the delivery of age appropriate PSHEE focused on such issues.

The school has robust data protection policies, and the management of personal data is in line with statutory requirements under the terms of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The Data Controller is Mark Milling, Bursar at Lancing College (Chief Privacy Officer).

Cyberbullying and the Law

Whilst there is not a specific criminal offence called cyberbullying, activities can be a criminal offence under a range of laws including:

The Protection from Harassment Act 1997

The Malicious Communications Act 1988

Section 127 of the Communications Act 2003

The Public Order Act 1986

The Online Safety Act 2023, which created offences including sending threatening communications, sending false communications intended to cause harm, encouraging serious self-harm and cyberflashing

The Sexual Offences Act 2003 (as amended), including sharing, or threatening to share, intimate images without consent

The Protection of Children Act 1978 and the Criminal Justice Act 1988, under which making, possessing or sharing an indecent image of a child is an offence, including images generated by AI

The Defamation Acts 1996 and 2013 (civil law)

The age of criminal responsibility in England and Wales is 10, so pupils aged 10 and over can be held criminally responsible for what they do online.

Acceptable Use Policies

These govern both pupil and staff use of technologies. All pupil and staff users of ICT within the school agree to abide by and within these policies.

The policies scope includes:

Rules on the use of equipment, software and network access provided by the school (e.g. iPads, laptops, VLE, internet access).

The use of staff and pupil owned equipment and internet access routes, where they are used on school premises (e.g. mobile phones, laptops, digital cameras).

Acceptable behaviour for pupils and employees, including behaviour out of school where potential harm to others or bringing the school into disrepute might be occasioned.

Combatting Cyberbullying

All pupils in the Prep School are trained in Digital Safety awareness, including age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information / photographs.

An annual *Digital Safety Training for Parents* morning at Lancing College invites parents of pupils in Years 7 and 8 to develop their awareness of Digital Safety. The Head and Deputy Head speak to all pupils in Years 5 – 8 annually about Digital safety and write to the parents about keeping their children safe online, particularly in relation to social media. In addition, children are taught how to stay safe online in their IT lessons by the Head of IT.

A number of staff have undertaken specific online safety safeguarding training including the Head of PSHEE and Head of IT. This has been cascaded to the staff. Further, all staff will have completed the EduCare modules ‘Artificial Intelligence and Safeguarding and the Impact on Children’ and ‘Online Safety’.

The Positive Behaviour Policy, the Code of Conduct, Acceptable Use Policies, and the Child Protection (Safeguarding) Policies all outline school guidance and information relevant to cyberbullying.

The College’s commitment to the ICT infrastructure, to developing teaching and learning strategies using the VLE, laptops and iPads and to fostering independent learning ensures that engaging use of technologies is supported, and the positive use of technology is modelled through safe and effective practice.

In line with the DfE’s statutory guidance on mobile phones in schools (in force from 1 September 2026), Lancing Prep Worthing is a mobile-phone-free environment throughout the school day. Where a pupil brings a mobile phone or smart device to school, for example to travel independently, it must be switched off on arrival and handed in in accordance with our published procedures. Any breach is addressed through the behaviour mark system set out in the Positive Behaviour Policy and the Mobile Phone Policy.

In line with Searching, Screening and Confiscation (DfE, July 2022), the Head, and staff authorised by the Head, may search a pupil’s possessions, including a mobile phone or other electronic device, without consent where there are reasonable grounds to suspect it contains pornographic images or has been, or is likely to be, used to commit an offence or cause harm to any person (including the pupil who owns it). The DSL will be informed where there is a safeguarding concern. Staff must never view, copy,

print, share or forward an image they suspect to be a nude or semi-nude image of a child. The device should be secured and passed immediately to the DSL, who will determine the appropriate course of action in line with safeguarding procedures, including communication with parents where appropriate.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The school's technical provision and infrastructure filters and monitors inappropriate content and alerts the school to safeguarding issues; and the IT Department at Lancing College are active in flagging concerns. The effectiveness of the school's filtering and monitoring is reviewed at least once every academic year, in line with Keeping Children Safe in Education (2026).

The school provides class sets of laptops and iPads for use in classrooms. These are monitored closely by the teachers in class. Pupils who misuse school iPads or laptops are subject to the sanctions described in the Positive Behaviour Policy.

Through a focus on Safer Internet Day; through discussion; through PSHEE at both the school and Lancing College, the school builds resilience and awareness in our pupils as well as ensuring our parents are informed about online safety and the part they can play.

Procedures for dealing with cyberbullying

Teachers should respond as for any bullying incident with the addition that:

The victim should be advised to keep any records of the abuse – text, emails, voice mail, web site or instant message. Screen shots should be taken of messages or web pages and a careful record taken of time, date, and site address. Pupils should never be asked to screenshot, save or forward a nude or semi-nude image, or any image of a child that may be indecent (including one generated by AI); instead, it must be reported to the DSL immediately.

The member of staff should collect such information as is immediately available (e.g. copies of emails, text messages or screenshots, but never nude or semi-nude images, which must be referred straight to the DSL) and pass on this material/ evidence to those undertaking further investigation.

The victim should be advised not to retaliate to incidents.

If brought into school, a phone / iPad/ other device which is deemed likely to have been used in cyberbullying may be confiscated and searched by the Head, or a member of staff authorised by the Head, in line with the Searching, screening and confiscation section of the Positive Behaviour Policy.

The list of appropriate people to whom such an incident should be reported includes the DSL and the Director of IT at Lancing College.

Procedures to follow when reporting bullying, including cyberbullying, and bullying outside school

Any staff member suspecting that a child is being bullied or seeing clear evidence of bullying, including cyber-bullying, or bullying outside school, must report this immediately to the Assistant Head (Positive Behaviour and Restorative Justice), who will report it to the SLT. Where there is any safeguarding concern, including any form of child-on-child abuse, staff must also report it to the DSL via MyConcern. A record is made in the *Pupil Notes* in iSAMS for all children concerned, the *Record of Bullying Incidents* and in the *Record of Sanctions (held in the SLT shared online file)* as and when sanctions are applied. This ensures that bullying issues can be monitored, and patterns identified. It also enables us to note the effectiveness of the approach adopted by the school.

Staff must record all bullying concerns, allegations, investigations, outcomes and support measures accurately and promptly in accordance with school procedures. Recording will distinguish between a single incident of unwanted and negative behaviour and behaviour that constitutes bullying, whilst ensuring patterns can be identified over time.

Following a bullying incident, designated staff will undertake appropriate follow-up discussions with the pupil who has been bullied to ensure that the behaviour has ceased, that support remains effective and that the pupil feels safe within school.

Sanctions

For bullying these could range from a quiet word with those involved to permanent exclusion, depending on the nature of the incident and the previous record of those involved. In line with the Positive Behaviour Policy, staff will always consider whether a sanction is proportionate, taking account of the pupil's age, any special educational needs or disability, any religious requirements affecting them, and the wider context. Other responses might include behaviour marks (Reflection Marks in the Pre-Prep), Reflection Time, a report card, restorative work, suspension, or a combination of these. The use of videos or any photographic forms of a child, children or staff members, when manipulated by a pupil, using AI, Deepfake software or any similar software, would always be treated as a Serious Breach of Discipline and sanctioned as such in line with the Positive Behaviour Policy. Where the image is sexual or indecent, it will also be treated as child-on-child abuse and referred to the DSL.

In the case of cyberbullying, any of the above might be deemed appropriate, as might circumscribed use of the school network.

In all bullying incidents, parents are involved / informed of concerns at the earliest opportunity and partnership with parents is seen as crucial in making sure that pupils are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

In particular circumstances, if the law has been broken in a bullying incident, the school will refer the matter to the police. Where it is unclear whether the law has been broken, the DSL will seek advice from Sussex Police or the West Sussex Integrated Front Door in order to inform a response.

A child protection referral will be made in respect of a bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. In this instance a record would be made by the DSL in the Child Protection file and normal child protection procedures would apply.

Where bullying is very serious, or repeated interventions have not been successful, a pupil may be suspended or, in the most serious cases, permanently excluded, in line with the Positive Behaviour Policy and the school's Terms and Conditions.

Please also refer to the Positive Behaviour Policy (including Rewards and Sanctions, and Permanent Exclusion).

The Head has the ultimate responsibility for the welfare of the pupils. The Head's decision on all matters is final, taken in consultation with the Executive Head where appropriate.

We have a community based on respect, good manners, and fair play. We strive for an environment free from disruption, violence, and harassment so that all our pupils can fulfil their potential. They should care and support one another, and it is essential that school and home have high expectations of behaviour.

Bullying and discrimination will not be tolerated at Lancing Prep Worthing. We treat our pupils and parents fairly and with consideration, and we expect these views to be reciprocated.

Monitoring and Governance

Bullying incidents, trends and outcomes are reviewed regularly by the Senior Leadership Team. Anonymised information is reported to Governors as appropriate to enable oversight of the effectiveness of the school's anti-bullying procedures and wider safeguarding culture.

The effectiveness of this policy is monitored through analysis of bullying records, safeguarding records, behaviour data, pupil voice, staff feedback and parental feedback.