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<b>Anti-Bullying Policy</b>	Issued: February 24
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<b>APPROVAL BY</b>	FULL GOVERNING BODY

# Anti-Bullying Policy

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## **1. Introduction and Aims**

At Alfred Lord Tennyson School (ALTS) we are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all.

No child should feel unhappy or unsafe which is why bullying of any kind is unacceptable at our school. Where bullying does occur, victims have the right to expect immediate action and for incidents to be dealt with promptly and effectively.

This policy aims to outline the key issues related to bullying in school and what staff at our school will do to prevent and tackle all forms of bullying.

For the purposes of this policy, reference to ‘parents’ includes all adults who have a caring responsibility for a child or children in the school. This may include parents, step-parents, grandparents and other relatives, foster carers and adoptive parents as well as other adults who have a legal responsibility for a child.

## **2. Relevant Legislation and Guidance**

This policy refers to, and complies with, the following legislation and guidance:

- Preventing and tackling bullying [1]
- Keeping Children Safe in Education [2]
- Cyber bullying: Understand, Prevent and Respond: Guidance for Schools [3]
- Approaches to preventing and tackling bullying [4]

## **3. Definition of Bullying**

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017 [1]).
- Bullying usually happens when there is an imbalance of power.
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; spitting; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyber bullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### **4. Types of Bullying**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Physical bullying- pushing, kicking, spitting, hitting, punching or any use of violence
- Emotional bullying -being unfriendly, excluding, tormenting
- Sexual bullying- unwanted physical contact or sexually abusive comment
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying.

#### **5. Signs and Symptoms of Bullying**

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- develops a stammer
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"

- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

## **6. Bullying of an adult**

As a school we recognise that sometimes adults feel that they are being bullied, either by a child or group of children or by an adult or adults.

In the case of a child or children bullying an adult, this will be dealt with under the terms of the school Behaviour policy [5], and sanctions against the pupil or pupils will be applied in line with this policy.

Where bullying of an adult by another adult or adults is found to have occurred, this will be dealt with using the Staff Code of Conduct [6] and Staff Disciplinary policy [7].

In all cases where an adult feels that they are being bullied we urge them to speak to their line manager, a member of SLT or the Headteacher. Bullying of any member of our school community will not be tolerated.

## **7. Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents at ALTS to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the curriculum and supports other work on bullying. Across the school year (in both PSHE and Computing), lessons are taught about internet safety, including cyber bullying. Information for parents is also included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are being bullied or are concerned that someone else is being bullied.

### **7.1. School Community**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations including looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Actively create “safe spaces” for vulnerable children and young people.
- Plan and implement continuous work about bullying, feelings and relationships through Information Station and PSHE activities in class.
- Deliver assemblies which promote good manners and caring behaviour through weekly reward systems.
- Ensure children and their parents sign an acceptable usage agreement before being allowed access to school IT facilities which outlines their responsibilities as technology users.

### **7.2. Involvement of pupils**

We will:

- Involve pupils to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice to provide pupil led education and support.
- Offer support to pupils who have been bullied, and to those who are bullying, to address the problems they have.

### **7.3. Involvement and liaison with parents**

We will:

- Ensure parents are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying is available to parents in a variety of formats, including via the school website.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to model positive behaviour for pupils, both on and offline.
- Ensure all parents know about our complaint procedure [8] and how to use it effectively so they are able to raise concerns in an appropriate manner.

Where parents are concerned or suspect that their child is a victim of bullying behaviour, they should contact their child's class teacher as soon as possible and arrange to discuss the issue. It is important that a parent contacts the school as soon as possible if they suspect bullying so that staff members can start to rectify the problem.

## **8. Responding to Bullying**

Schools have a responsibility to respond promptly and effectively to issues of bullying:

- Staff at our school recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals, as well as their families; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

## **9. Strategies for Dealing with Bullying Behaviour**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- Clear and precise account of bullying incidents will be recorded on the confidential behaviour log (CPOMS) by the school. This will include recording appropriate details regarding names of witnesses, decisions and action taken.
- The staff member will inform a member of the Senior Leadership Team (SLT).
- The Designated Safeguarding Lead (DSL) or another member of the Pastoral Team may need to interview all parties involved.
- The DSL will be informed of bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Any child who displays bullying behaviour will be given the opportunity to talk about what has happened with an experienced member of staff or counsellor.
- Restorative practices will be used to restore the relationship between the child and the victim.
- If it is not possible to restore relationships between the victim and the bully, other strategies will be considered to help the bully such as having different areas to play in; making special arrangements for arrival and departure from school; using the Buddy System at break while continuing to restore relationships.
- Identify areas for development, in small achievable steps, for child to progress towards.
- Repeat offences will result in school Behaviour Policy [5] being enforced.
- In extremely serious cases, exclusions may be enforced.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyber bullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s Behaviour Policy [5].

## **10.Cyberbullying**

### **10.1. Recognising Cyberbullying**

We recognise that cyber bullying can:

- Be conducted in a variety of different ways including via mobile phones, social media sites and the internet.
- Be carried out anonymously and/or by people completely unknown to the receiver.
- Be carried out by people of all different ages.
- Follow children and young people into their private spaces and outside school hours.

### **10.2. Responding to Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been the victim of cyberbullying and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems,
  - identifying and interviewing possible witnesses,
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content,
  - confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school’s positive handling policy- searching and confiscation or requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude of bullying behaviour, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

Our school has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention (Child Protection and Safeguarding Policy [9]).

### **10.3. Preventing Cyberbullying**

To prevent cyber bullying our school will:

- regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year.
- ensure that the Computing Curriculum teaches children how to recognise cyber bullying and how to use ICT safely through a specific e-safety strand and as an integral part of any teaching and learning for ICT.
- ensure that any related policies, including the Online Safety policy [10] make specific reference to anti-bullying procedures.
- ensure that any mobile phones brought onto the premises by pupils are kept in the school office.

### **10.4. Cyberbullying and the law**

Some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997 [11], which has both criminal and civil provision, the Malicious Communications Act 1988 [12], section 127 of the Communications Act 2003 [13], and the Public Order Act 1986 [14].

Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy and will be recorded, investigated and dealt with appropriately.

## **11. Supporting Pupils**

### **11.1. Pupils who have been bullied**

Pupils who have been bullied will be supported by:

- Listening to what is being reported, making sure they are not at risk of immediate harm.
- Exploring the incident in detail to find out if it was an isolated incident or a repeated act.
- Reassuring the pupil that action will be taken and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, school counsellor or a member of staff of their choice.
- Advising the pupil to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include



support through Early Help, Children's Services, or support through the Children and Young People's Service (CYPS).

- Providing ongoing support; this may include:
  - working and speaking with staff
  - offering pastoral interventions
  - engaging with parents.

### **11.2. Pupils who have perpetrated bullying**

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing and engaging with parents so that they can help support their child to change the attitude and behaviour.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Behaviour Policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police, support through Early Help, Children's Services, or Children and Young People's Service (CYPS).

## **12.Children with Special Educational Needs and Disabilities**

Keeping Children Safe in Education [2] states that "Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges."

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Our school will provide extra pastoral support to children with SEND particularly when investigating any form of child on child abuse.

## **13.Monitoring and Review**

The Headteacher and Governing Body monitor the implementation of this policy, including ensuring that it is updated to reflect the needs and circumstances of the school.

This policy will be reviewed every two years.

The Governing Board is responsible for approving this policy.

## **14. Useful Links and Related Policies**

### **14.1. Related legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006 [15],
- The Equality Act 2010 [16]
- The Children Act 1989 [17]
- Protection from Harassment Act 1997 [11]
- The Malicious Communications Act 1988 [12]
- Public Order Act 1986 [14]

### **14.2. Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### **14.3. SEND links**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance - Cyberbullying and children and young people with SEN and Disabilities [18]

### **14.4. Cyberbullying links**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- DfE 'Preventing bullying - Guidance for schools on preventing and responding to bullying' [19]

### **14.5. Race, religion and nationality links**

- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

#### **14.6. LGBT links**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### **14.7. Sexual Harassment and sexual bullying links**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying [20]

#### **14.8. Links to School Policies**

This policy should be read alongside the school's policies on:

- Behaviour policy [5]
- Complaints policy [8]
- Child Protection and Safeguarding Policy [9]
- Online Safety Policy [10] and Acceptable Use Agreement [21]
- Curriculum policies, such as: Sex and Relationship Policy and computing [22]
- Mobile phone and Social Media Policies [23]

### **15. References**

- [1] gov.uk, "Preventing and tackling bullying," July 2017. [Online]. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf). [Accessed 12 February 2024].
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- [21] Alfred Lord Tennyson School, "ICT Acceptable Use Policy".
- [22] Alfred Lord Tennyson School, "PSHE and RSE Policy".
- [23] Alfred Lord Tennyson School, "Mobile Phone Policy".

## **16. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [9]. Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [10] and ICT Acceptable Use Policy [21]

All concerns must be reported to our Designated Safeguarding Leads:

Mrs K O'Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.