Acorn Education
And Care

NEW BARN SCHOOL

New Barn School

ANTI-BULLYING POLICY

ACADEMIC YEAR 2023 - 2024

Document Type	Policy	**Version Number**	6.0
Policy Owner	Head Teacher	**Last Review Date**	September 2023
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part of the
Outcomes First Group

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1.0   INTRODUCTION

This policy is outlines what New Barn school will do to prevent and tackle bullying. The policy has been drawn up through involvement of the whole school community and we are committed to developing on anti-bullying culture.

Bullying is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is unacceptable.

We aim, as a school to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur including cyber bullying.

This policy takes advice from DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".
- DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0   POLICY OBJECTIVES

This policy outlines what we will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community and is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

The policy links with other Acorn Education school policies and practices and action plans including:

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- Behaviour and discipline policy;
- Complaints policy;
- Child protection policy;
- Confidentiality policy;
- Online safety and Acceptable Use Policies (AUP);
- Curriculum policies, such as: PSHE, citizenship and computing;
- Mobile phone and social media policies;
- Searching, screening and confiscation policy.

3.0   KEY RESPONSIBILITIES

Head Teacher: to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Governors: to take a lead role in monitoring and reviewing this policy. All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents/carers: to support their children and work in partnership with the school.

Pupils: to abide by the policy.

4.0   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).

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; 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 cyberbullying. 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 peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

5.0   FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

Forms and types of bullying covered by this policy;

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

- 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;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- 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;
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

6.0 SCHOOL ETHOS

New Barn community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; 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.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this includes children with complex needs. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilises support from the Local Authority and other relevant organisations when appropriate

7.0 RESPONDING TO BULLYING

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.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- If the bullying is deemed serious, the head teacher/Primary, Secondary or Behaviour Lead -Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.

- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers and social workers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- 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.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

This policy has taken guidance from Childnet's Cyberbullying:

- When responding to cyber bullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyber bullied 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 searching and confiscation policy. (access the DfE 'Searching, screening and confiscation at school' and Childnet cyber bullying guidance to ensuring that the schools powers are used proportionately and lawfully)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensuring that sanctions are applied to the person responsible for the cyber bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- Advising those targeted not to retaliate or reply;
- Providing advice on blocking or removing people from contact lists;
- Helping those involved to think carefully about what private information they may have in the public domain. Supporting pupils (Amend as appropriate)

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support. Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- 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 or Specialist Children's Services, or support through the Children and Young People's Mental Health Service

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- 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/discipline policy; this includes 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 or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying/targeting of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied/targeted or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the head teacher.
- Advising them to keep a record of the bullying/targeting as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- Adults who have perpetrated the bullying will be helped by: Discussing what happened with a senior member of staff and/or the head teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required. Note: Specific guidance is available for regarding dealing with complaints made on social networking sites.

Preventing bullying - Environment

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 from adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally 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, such as 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.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied. Education and Training

The school community will:
- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, 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 in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents/Carers and Authority

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The head teacher will be informed of bullying concerns, as appropriate.
- The Chair Governor will monitor bullying and share on a regular basis with governing body on incidents of bullying, including outcomes.

8.0   USEFUL LINKS AND SUPPORTING ORGANISATIONS

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk

- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

APPENDIX

ANTI-BULLYING PROCEDURES

What the school will do when bullying is reported.

First Step: A warning. The first time a student has been observed or reported bullying. Staff will let a student know if something they're doing or saying is causing upset to someone else. Students will be given persistent warnings before being put on Level 1.

Level 1 – When a student has been observed or reported bullying within 24 hours of being given a warning. They will have a discussion with staff and decide how to put things right. This could be a mediation with staff to help understand more about the impact of their actions on others.

Level 2 – If the bullying happens again within 24 hours of the previous incident.
Compulsory mediation session. Mediation with the victim should take place, the perpetrator must attend a debriefing session with a member of the Pastoral Team to discuss the impact of their actions on the victim.
Line of sight supervision should take place, until the bully successfully moves back down to level 1 (24 hours if no further bullying observed or reported)
Parents/carers of both the perpetrator and the victim are informed.

Level 3 – If bullying happens again within 24 hours of the previous incident.
Mediation with Head Teacher, Primary/Secondary Lead
Compulsory units to be completed on bullying with Pastoral Team
Structured reflection session
Parents/ carers/Social Worker of parties informed of continued bullying and serious incidents
Beyond Level 3 a meeting with SLT involving parents/carers, social worker, tutor and of if required the Police.
Separation in timetable until successfully moved back down to level 2 (24 hours if no further bullying observed or reported)
To move back down a level there must be no further incidences of bullying for the following 24 hours and all tasks completed.
All incidents of bullying must be logged onto clearcare and SLT and Pastoral Team copied in. Clearcare risk assessments will be created and a chronology formed.
Pastoral Team will track all incidents of bullying and each morning in debrief check where students are and the action to be taken.
When dealing with bullying we need to ensure that we are talking about the behaviours and not the young person as this can impact on the inner working model and feelings of shame.
Apologies – empathy is an emotion that normatively evolves at around age 7/8 years. We need to understand and consider developmental over cognitive age so therefore, an apology should not be expected but accepted if the young person gives one. Reparative actions and activities/ putting things right may be more meaningful.

WHAT IS BULLYING?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms:

- Verbal
- Name calling, persistent teasing, mocking, taunting and threats.
- Physical

- Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
- Emotional
- Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

CYBERBULLYING

The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Who gets bullied?

It is never your fault if you are bullied. People can be targeted for any reason, but people who bully others often target 'difference' and bullying can be a form of wider discrimination. For example bullying behaviour may be:

RACIST

Targeted at ethnicity, skin colour, language, religious or cultural practices.

Homophobic, biphobia and/or transphobic

Targeted at actual or perceived sexuality and/or gender.

Sexual and/or sexist

Sexual and/or sexist behaviour that is intended to cause offence, humiliation or intimidation.

DISABLIST

Targeted at an impairment or special educational need.

Targeting any 'difference'

In our experience bullying behaviour can also be targeted at 'looks', weight and height, colour of hair, wearing glasses or braces, acne, psoriasis and eczema, scars, marks or conditions of the face or body, body odour, poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

What is NOT bullying?

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one off incidents are not usually bullying behaviour though they may still be frightening and harmful.

In a group situation it may be the case that lots of children say or do something to a child, and though each individual child may only say or do something once, the behaviour has been repeated throughout the group, and is therefore likely to be bullying.

What is cyberbullying?

Cyberbullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Examples of cyberbullying:

- **Abusive comments**, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling
- **Sharing pictures**, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation
- **Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person
- **Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours
- **Pressurising** someone to do something they do not want to such as sending a sexually explicit image

What is Child on child Abuse?

Child on child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school, online and offline. Some examples of how this can manifest itself in different behaviours include, but are not limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); Sharing nudes and semi-nudes: Advice for education settings working with children and young people
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Some of these behaviours will need to be handled with reference to other policies in school, such as the Behaviour, Anti- bullying, Child Protection and Staying Safe Online policy.

The school should have a clear policy on the use of mobile and smart technology and there **must** be procedures in place for pupils use of mobile phones in school.

All staff must be aware and alert to signs of peer-on-peer abuse that may occur offline and online. All staff should be clear as to the school's policies and procedures, ensuring they are followed as part of their everyday practice.

The School must **ensure that pupils know**:

- how to report any concerns and feel confident that they will be listened to and supported.
- They can also report any concerns by emailing tellus@ofgl.co.uk, which is monitored by the Outcomes First Group's Quality Team.
- Are aware of the NSPCC dedicated helpline 0800 136 663
- Are aware of how to contact Childline.