Anti-bullying Policy

Adopted by the Governing Body on 22.11.2022
The purpose and scope of this policy statement

The Appleton School works with children and families as part of its activities. These include the overall academic education of our pupils, student well-being and safeguarding.

The purpose of this policy statement is:
- to prevent bullying from happening between children and young people who are part of the school community
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of The Appleton School, including senior leaders and the governors, paid staff, volunteers, sessional workers, agency staff and students.

Separate documents set out:
- our code of behaviour for children (Behaviour Policy)
- our code of behaviour for adults (Code of Conduct) – policy and procedure for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

Bullying is unacceptable behaviour and will not be tolerated in our school.

At The Appleton School our core values reflect that we respect each individual for their unique contribution to the school community and as such we will have a healthy respect for the diversity that our school community offers.

Where these individual differences are not respected by others, and behaviours lead to pupils feeling hurt or harmed, this will be known as bullying.

What is bullying?

Bullying involves behaviour that deliberately tries to cause anxiety, fear or hurt. It can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged.

Bullying includes a range of abusive behaviours that is
- repeated
- intended to hurt somebody physically or emotionally.

At our school, unkind actions or comments will be called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and part of a group).
It will not be accepted that “Banter” be used as a word to excuse unkind actions or comments. If “Banter” is used by students then it must be perceived by the recipient as a “Joke” and must be received as a “Joke”. If it is not then this forms a type of verbal abuse and hence will be seen as bullying.

Students are encouraged to support each other by sharing any knowledge about bullying. Bullying will be treated seriously. We are a ‘telling’ school.

Bullying can be:

**Emotional** – being unfriendly, excluding, tormenting (e.g. hiding items, threatening gestures)
**Physical** – pushing, kicking, hitting, punching or any use of violence
**Racist** – racial taunts, graffiti, gestures
**Sexual** – unwanted physical content or sexually abusive comments
**Homophobic/Transphobic** – because of, or focusing on the issue of sexuality and/or gender identity
**Verbal** – name-calling, sarcasm, spreading rumours, teasing
**Cyber** – all areas of the internet, such as email and internet chat room misuse, mobile threats by text messages and calls, misuse of associated technology, i.e. camera and video facilities – More information regarding Cyberbullying can be found later in this policy statement.

When relevant the school uses the following guidance for more information about bullying available from NSPCC Learning: [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](http://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)

**Legal framework**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. It has used the summaries of the key legislation and guidance provided by the NSPCC:


**Why is it important to prevent and respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are carryout the bullying require education to learn different ways of behaving. We recognise that we all have a responsibility to prevent and respond promptly and effectively to issues of bullying.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.
We recognise that:

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying
- that there are some students who can be more vulnerable to being victims of bullying and abuse.

We will seek to prevent bullying by being pro-active and by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our community and associated activities
- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:
  - group members' responsibilities to look after one another and uphold our behaviour code
  - practising skills such as listening to each other
  - respecting the fact that we are all different
  - making sure that no one is without friends
  - dealing with problems in a positive way
  - checking that our anti-bullying measures are working well.
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic/transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place
- making sure our response to incidents of bullying takes into account:
  - the needs of the person being bullied/abused
  - the needs of the person displaying bullying/abusive behaviour
  - needs of any bystanders
  - our organisation as a whole.
- reviewing the plan developed to address incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation

At the Appleton School we work to prevent bullying through:

- actively challenging all gender, racist, sexist, disablist, homophobic/transphobic, sexually explicit language and verbal abuse
- specifically focusing on anti-bullying through the CPSHEE and RSE curriculum and Tutor time
- working with parents to understand the wide range of families and cultural differences in the school community and how the school can support their needs
- exploring with pupils, parents/carers and staff, behaviour which could be classed as bullying and behaviour which might not be classed as bullying
- being active participants in the annual National Anti-bullying week strategy
- making use of school assemblies to re-enforce the schools stance on bullying
- sharing relevant pupil information with all staff to alert them to any potential difficulties/issues
- appropriate supervision of all pupils during break times
- site layout
- an approachable atmosphere developed in school, where pupils are empowered to confide in staff
- staff training in specific Social, Emotional, Mental Health (SEMH) needs
- student training and the use of Peer Mentoring/Listeners within the school community
- use of ‘circle of friend’ to target specific behaviour concerns
- providing anti-bullying information on the school website for parents/carers.

**Actions to be taken where bullying is suspected:**

If a member of staff, a parent and/or a pupil suspects that bullying/abuse is occurring they should immediately report it to the relevant Year Manager or Pastoral Co-ordinator.

If there is a suspicion or knowledge of sexual abuse, sexual violence/harassment or any form of child-on-Child abuse, then the designated safeguarding team must be notified immediately. Full details regarding incidents relating to sexual violence can be found in the school’s policy on harmful sexual behaviour / Child-on-Child abuse.

If bullying is suspected, the school will talk to the suspected victim, the suspected perpetrator and any witnesses individually. The school will undertake regular observations of behaviour and incidents both in class and at break times. All staff are made aware of the need, accuracy and timely logging of any such observations and concerns. Staff are trained to recognise possible signs of all forms of abuse as part of the annual safeguarding training.

If any form or degree of bullying is identified, the following actions will be taken:

**Support for the victim:**
- In cases of serious bullying, the incidents will be recorded by staff in the log book managed by the Assistant Headteacher responsible for behaviour. This log is monitored regularly and reviewed by SLT half-termly.
- Immediately offering the victim the opportunity to talk about their experience with the appropriate members of staff, including the Year Manager, Class Teacher, Tutor, or Pastoral Co-ordinator.
- Informing parents/carers of the victim face-to-face or by telephone conversation.
- Gather all relevant evidence (if applicable) such as witness statements, CCTV footage and evidence of messages on social media etc.
- Parents/carers will be invited into the school for a conversation with the relevant member(s) of staff.
- The school will offer support mechanisms when they feel they need it through discussions with the Class Teacher, teaching assistant, Tutor, Year Manager and Pastoral Co-ordinator.
- Arranging for the victim to be escorted to and from the school premises where necessary.
Take the relevant disciplinary steps to prevent the victim suffering from further bullying.

**Discipline, support and guidance for the alleged or proven perpetrator:**
- Talking about what happened to discover the context etc of their involvement in reported incident(s).
- Gather all relevant evidence (if applicable) such as witness statements, CCTV footage and evidence of messages on social media etc.
- Inform the perpetrators parent/carer after the evidence gathering either face-to-face or in telephone conversation.

- Parents/cares will be invited into school for a conversation with the relevant Year Manager initially and possibly the SLT member responsible for the particular year group.
- The perpetrator may be given the opportunity to provide a genuine apology to the victim. This could be face-to-face or written depending on the wishes of the victim.
- Other consequences will be enforced as per the linked steps in the school’s Behaviour Policy.
- Work with the perpetrator to remove possible prejudiced attitudes as far as possible.
- If possible and agreed, the pupils will be given the opportunity to reconciliation whilst also applying appropriate measures to prevent further incidents of bullying.
- In extreme serious cases, Suspensions will be a consideration along with the exploration of Alternative Educational provisions.
- The school disciplinary procedures will be followed at all times.

**Guidance for staff for handling bullying situations:**
- Always take the disclosure from the victim seriously. This includes not making the victim feel guilty for reporting the incident of bullying/abuse and reassuring them that they have done the correct thing.
- A Restorative approach can be an effective way of handling bullying situations. All parties involved are invited to a meeting; all are listened to and future conduct is agreed and recorded. The aim is to induce empathy and, in an atmosphere of honesty and mutual respect, to get all parties to take responsibility for improving the situation.
- Recording of these reconciliation meetings should take account of this.
- Restorative justice notes should include only the bare essentials (date, participants and a brief outline of the presenting situation) and should be preferably be written on white paper. This record should be added to the students SIMS and CPOMS records.
- Monitoring and further recording of this reconciliation process should be undertaken by the person who initiates it.
- Follow-up sessions may need to be offered to individual parties in addition to the initial reconciliation meetings.
- Individual incidents, such as fights, should be dealt with in accordance with the school’s usual disciplinary process.

**Guidance on procedures for handling proven bullying incidents:**
- Any member of staff witnessing bullying type behaviours should intervene immediately and stop the bullying continuing, report the incident via face-to-face, telephone or email to the relevant
Year Manager. Staff can also do this via CPOMS using the relevant category. The Assistant Headteacher responsible for the Anti-bullying Policy should also be informed immediately.

- The perpetrator should be sent immediately to SSA or to the relevant Pastoral Co-ordinator if outside of lesson time.
- Student views will be collected and recorded for the school’s anti-bullying log.
- Appropriate consequences will be put in place based on the evidence from the incident.
- In all cases pupils will be brought together in the form of a ‘restorative justice’ meeting to agree future conduct with each other. This will not happen if it is not appropriate, such as cases of sexual abuse/harassment or Child-on-Child abuse.
- Continued support may be given to students via: school counsellors, Mentors, Peer Mentors etc.
- The Appleton Schools’ anti-bullying log will include the following information; students’ names; summary issue; where and when bullying occurred; action taken and follow-up actions.

The Appleton School’s bullying log will be reported every half-term to SLT and reported annually to governors.

Suggestions for handling restorative meetings with pupils to investigate bullying incidents:

- This does not apply to incidents of sexual violence/harassment and child-on-Child abuse.
- Have the ‘victim’ present. This may seem incorrect and cruel but remember that the victim has already endured suffering without you present – and this is the most effective strategy in the long-term. Allay the ‘victim’s’ natural fears about possible future repercussions by stressing that this will be a supportive meeting – that no one will be getting into trouble on this occasion and that, therefore, they are unlikely to be accused of “grassing”.
- Start the meeting by emphasising that there will be no behaviour paperwork completed as a result of this meeting and that this meeting has been called to explore the situation and hear all sides.
- Try to defuse the initial tension by speaking briefly about what you know as objectively as you can, and state that you are seeking everybody’s help to and resolve it.
- Invite all parties to have their say in turn – do not allow any interruptions at this stage. It is usually more helpful to start with the ‘victim’.
- After everyone has had their turn to speak, allow ‘rights of reply’. Again, try to ensure that everyone who wants to speak has the opportunity and that they are not interrupted.
- By the end of the session there may not be a universal agreement but, hopefully, all sides will have gained a greater understanding of each other’s viewpoints. Pupils have on more than one occasion spontaneously stood up and shook hands at the end of this type of meeting.
- You may need to reinforce the idea that you are not asking them to be friends but that you hope that they will cease to be enemies and act in a civil manner towards each other. Suggest strategies such as avoiding each other, if that is appropriate. Refer back to any constructive suggestions that arose during the conversation.
- Thank them for attending such meeting and for being honest and open.
- Record the fact that the meeting took place by listing the participants’ names, the date and a brief outline of the presentation situation. Do this on white paper and then submit this to the Year Manager for filing.
- A follow up discussion will take place after the initial reconciliation meeting to ensure that agreements have been adhered to and to check the situation has been resolved. All parents
should be informed and provided with an update of the school actions and what to monitor in the future.

**CYBERBULLYING**

This is part of a whole school policy

This policy should be read in conjunction with the entire Anti-bullying Policy, the Behaviour Policy, the Child Protection Policy (including Prevent), the Online Safety Policy and the Code of Conduct.

The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

**Cyberbullying**

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’. It can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, suspension/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.
Cyberbullying and the Law

Bullying is never acceptable no matter what form it occurs in and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.

Education Law:
- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power ‘to such an extent as is reasonable’ to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

Civil and Criminal Law
- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

Roles and Responsibilities

The Assistant Headteacher who is the Designated Safeguarding Lead will take overall responsibility for the co-ordination and implementation of cyberbullying prevention and response strategies.

The Assistant Headteacher will:
- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school’s Anti-bullying Policy, Behaviour Policy, Online Safety Policy and the Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training (using HM Government prevent e-learning training) so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the cyberbullying policy so that they are fully aware of the school’s responsibility relating to safeguarding pupils and their welfare. The Cyberbullying Policy as part of the over-arching Anti-bullying Policy, is available at all times on the school website.
ensure that all parents/carers and pupils receive a copy of the Cyberbullying Leaflet. This is available at all times on the school website. Parents/carers should take younger children through the leaflet.

ensure that at the beginning of each term, cyberbullying is revisited as part of the Staying Safe Programme and that pupils know how to report a concern. (to someone on their safety circle, Childline or the thinkuknow website: www.thinkuknow.co.uk)

ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct.

The Head of Computing will:

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide annual training for parents/carers on online safety and the positive use of technology
- ensure the school’s Acceptable Use Policy, Guidelines for Staff when Children are using Digital Devices, Children’s Use of Digital Devices and are reviewed annually
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support CPSHEE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

The IT Support and Development Manager will:

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses a third party web-proxy solution to filter all internet access (SMOOTHWALL). The internet filter records access to prohibited sites which enables the IT Support and Development Manager to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

The Business Manager will:

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual’s privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The School Governors will:

- appoint a governor in charge of welfare who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of
cyberbullying are being implemented effectively. The current governor for safeguarding is Mrs Charlotte Little.

Guidance for Staff
Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones
- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names.
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message/image.
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have.

Computers
- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

Use of Technology in School
All members of the school community are expected to take responsibility for using technology positively.

As well as training, the following is in place:
- All staff are expected to sign to confirm they have read and understood the Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Child Protection Policy.
- All staff are expected to sign to confirm they have read and understood the Keeping Children Safe in Education 2021.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct
- All staff are expected to have read and understood Guidelines for Staff when Children are using Digital Devices
- All children are expected to have been taken through and understood Children's Use of Digital Devices
Guidance for Pupils
If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network. For more advice, look at the Cyberbullying leaflet.
- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school’s Behaviour Policy.

Guidance for Parents/Carers
It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child’s online life.
- Parents/carers can help by making sure their child understands the school’s policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child’s mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact Mr Stockdale on 01268 794215 Ext #257 or email sstockdale@theappletonschool.org
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers should attend the school’s annual training on online safety delivered by the Head of Computing.
The school will ensure parents/carers are informed of the cyber-bullying policy and cyberbullying leaflet for children and the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

**E-Safety at Home**

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child’s use of the computer at home. Here are some parents/carers might like to try:

- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.digizen.org](http://www.digizen.org)

The following useful publications are on our website:

- DfE Advice for Parents on Cyberbullying
- Childnet Cyberbullying Leaflet
- DfE The use of social media for on-line radicalisation

The following link is the DfE guidance on Prevent duty:

BULLYING/CYBERBULLYING

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

➢ The school’s Child Protection Policy.
➢ The school’s procedures for responding to concerns about a child or young person’s wellbeing.
➢ Dealing with allegations made against a child or young person.
➢ Managing allegations against staff and volunteers.
➢ Code of Conduct for staff and volunteers.
➢ Online Safety Policy and the procedures for responding to concerns about online abuse.
➢ The school’s Sexual Violence/Harassment and Child-on-Child Abuse Policy.
➢ Equality and diversity policies.

More information regarding the information including in these policies and procedures can be found at: learning.nspcc.org.uk/safeguarding-child-protection
Contact details

Nominated anti-bullying lead

Name: Mr J. Gill
Phone: 01268 794215
Email igill@theappletonschool.org

Designated Safeguarding lead (DSL)

Name: Mr S. Stockdale
Phone: 01268 794215
Email sstockdale@theappletonschool.org

NSPCC Helpline 0808 800 5000

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:…………………………………………………

Signed:…………………………………………………………………………………
(Safeguarding governor)

Date:……………………………………………………………………………………