

## **ANTI-BULLYING POLICY**

**This policy covers all pupils from age 3 – 19 years across the School.**

### **DEFINITION OF BULLYING FOR PURPOSES OF THIS POLICY:**

As defined by the Department for Education. [Preventing and tackling bullying \(July 2017\)](#)

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages including ‘sexting’, social media or the Internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’

Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’

When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff will discuss with the school’s designated safeguarding lead and will report their concerns to the local authority children’s social care and work with them to take appropriate action.

### **STATEMENT:**

Bullying will not be tolerated in any form. Pupils are encouraged to speak out if they are being bullied or aware of someone who is being bullied. All allegations of bullying will be thoroughly investigated, and the punishments will be severe and can include suspension or expulsion. Bystanders also have a role to play in reporting acts of bullying. Royal Russell School develops strategies to prevent bullying in the first place. This includes talking to pupils about issues of differences during anti-bullying week, in Assembly, tutorials and in our PSHE programme. Good behaviour where pupils treat one another and the school staff with respect is modelled by both staff and older pupils, which helps create a culture of respect that permeates the school environment.

### **AIMS:**

- The School is committed to the health, safety and well-being (both physical and emotional) of all its community members and will deploy stringent and active measures to safeguard these aims and provide a safe environment in which the community can develop :
- To support staff to promote positive relationships, to help prevent bullying
- To recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- The School has a planned education programme relating to Anti–Bullying involving the development of skills, starting from the Early Years, which identifies learning outcomes appropriate to pupils’ age, ability and levels of maturity on the effects of bullying
- To make clear the School encourages pupils to speak out with assurances each situation will be taken very seriously
- To be vigilant in looking for signs of bullying and be readily available to listen to pupils who feel they have been subjected to bullying

- To keep detailed records to enable patterns of behaviour to be easily identified
- To utilise support from the Local Authority and other relevant organisations when appropriate.
- To fulfil its responsibility relating to government guidance (Every Child Matters, leading to the Children Act 2004) and the legislative obligations under the following: Human Rights Act 1998, Race Relations (Amendment) Act 2000, [Preventing and tackling bullying \(July 2017\)](#), Keeping Children Safe in Education 2020 and Working Together to Safeguard children 2018.

## **SAFEGUARDING**

A pupil's behaviour towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence.

The School's policy and procedures regarding peer-on-peer abuse are set out in the Safeguarding and Child Protection Policy. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying must be reported in accordance with the Safeguarding and Child Protection Policy and Procedures and appropriate action taken, considering the Local Safeguarding Children and Adult Partnership's threshold document.

The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

## **BOUNDARIES:**

Section 90 and 91 of the Education and Inspection Act of 2006 states that the school disciplinary power can be used to address pupils' conduct when they are not on school premises; therefore, bullying incidents occurring off the School premises will be investigated and acted upon if reported to school staff.

Where any form of cyber-bullying affects another pupil in the School or may bring the reputation of the School into disrepute, the School reserve the right to be involved whether the electronic material was produced within the School or outside. Pupils must be aware that some forms and levels of cyber-bullying are illegal, and the School will inform the police when necessary. We encourage all pupils and all members of the school community to report any anti-social or bullying behaviour occurring outside of the Royal Russell School site, including incidents which may occur outside of term time.

The development of new ideas continues, and we are aware of the need to ensure that all our pupils, parents/guardians, staff, and governors understand bullying.

## **CYBER-BULLYING:**

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. It can take several different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g., repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images (particularly on social networking sites such as Facebook, Instagram, WhatsApp, Snapchat, YouTube, etc.) 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.

Cyberbullying is a significant means of bullying by facilitating a far more extreme invasion of personal space; the potential for anonymity on the part of the bully; the potential for the bully to play to a larger audience; through the knowledge that the data is in the worldwide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel their 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.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

## DEFINITION OF SEXTING\*

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. For the purposes of this document, we define it as the sending or receiving of material of a sexual nature involving sexual imagery.

Sending 'Sexting' is illegal: By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission (NSPCC).

Sexting is an example of a Child using sexual abusive behaviour (CUSAB). A Children Using Sexual Abusive Behaviour is a safeguarding issue for both the sender and the recipient of the pornographic images.

Further details on these matters can be found in the e-safety policy. The School reserves the right to review electronic material held or accessed by any pupil in the School including their email account and their mobile electronic device.

## TYPES OF BULLYING:

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

TYPE	EXAMPLE
Physical	Kicking, hitting, pushing, and intimidating behaviour or interference with personal property
Verbal/Psychological/Nonverbal	Threats, taunts, shunning/ostracism, name-calling/verbal abuse or the spreading of rumours. Hand signs or text messages, intimidating or humiliating someone
Exclusion	Ignoring or isolating someone
Social Bullying	Sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation
Racist Bullying	Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture, or language
Religious-based Bullying	Negative stereotyping, name-calling or ridiculing based on religion, faith or culture
Sexist Bullying	Use of sexist language or negative stereotyping based on gender
Sexual Bullying	Unwanted/inappropriate physical contact or sexual innuendo
Homophobic Bullying	Name-calling, innuendo, or negative stereotyping based on sexual orientation or use of homophobic language
Transphobic Bullying	Name-calling, innuendo, or negative stereotyping based on gender orientation or use of transphobic language
SEN/Disability Bullying	Name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties

Gifted/Talented Bullying	Name-calling, innuendo, ostracism, or negative peer pressure based on high levels of ability or effort
Cyber/Virtual Violence Bullying	Abuse on-line or via social media, text message including sexting*, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

## **ANTI-BULLYING PROCEDURE**

### **Advice to pupils:**

#### **Procedure for pupils either observing or being bullied**

A pupil who feels that they are being bullied should report it to their Class Teacher, Phase leader, Tutor, Housemaster/Housemistress (HoM), Head of Year (HoY) or any member of staff they feel they can approach, remembering that being a bystander and doing nothing is passive bullying. Any pupil observing an incident should report the matter to their Class teacher, Phase Leader, Tutor/HoM/HoY or any other member of staff who will then take the appropriate action.

The concern will be recorded on MyConcern, our safeguarding platform, and logged against all relevant pupils' names, in order to track any trends in behaviour or repeated instances of bullying behaviour. Parents will be informed by the appropriate member of staff.

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). In this case, we will be working alongside external agencies and parents to support the pupil.

#### **If you are being bullied:**

- Be firm and clear, look the person in the eyes and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away.

#### **After an incident of bullying:**

- Tell a teacher or another adult in the School
- Tell your family
- Ask a friend to come with you if you need support in telling a teacher or an adult
- Keep on speaking up until someone listens
- Do not blame yourself for what has happened.

#### **When talking about bullying with an adult be clear on:**

- What has happened to you?
- How often this has happened to you
- Who was involved?
- Who saw what happened to you?
- Where it happened to you
- What you have done about it already.

#### **Bystanders:**

The School makes it clear to all pupils that bystanders have a key responsibility to the School community and to anyone they see being bullied or victimised. They are encouraged to stand up for what they know to be right, for example by telling a member of staff what they have seen or heard.

## **Advice to parents/guardians:**

### **A note of reassurance**

Bullying is a rare occurrence at school and any incident runs counter to the traditions of Royal Russell. Consequently, reported incidents will be explored very carefully.

Experience has shown that any episode dealt with quickly and in line with this policy has led to a positive outcome. Sensitive handling by staff is necessary, of course, and the support of parents in a 'no blame' approach is very important, too.

The guiding principles of all the adults involved must be to resolve conflict or misunderstanding, amend behaviour patterns appropriately, and help the pupils involved to move on.

A bullying incident can be treated as a child protection concern when there is "reasonable cause to suspect that a child is suffering or likely to suffer, significant harm".

### **Procedure for parents who feel that their son/daughter is being bullied**

The Anti-Bullying policy is published in the Pupil and Parent Handbook (Junior and Senior School and on the School Website). It is also fully discussed within the PSHE curriculum, tutorials, Year group Assemblies and Senior School PSHE drop down days. Our annual Anti-Bullying week in November enables pupils to explore topical issues and raise awareness.

Parents of a pupil are asked to notify Royal Russell immediately if they are concerned that they are being bullied. They should report the incident to their Class Teacher, Phase Leader, Tutor, HoM, HoY or any member of staff they feel they can approach. The appropriate measures will then be taken as set out in this policy.

### **Advice to parents:**

- Make time to talk to your child and ensure that they are happy at school
- If your child's behaviour changes, try to establish the reasons why
- If the situation does not improve, contact their Class Teacher, Phase Leader, Tutor, HoM, HoY or any member of staff you feel you can approach for an informal chat
- If the problem persists, make an appointment to discuss the matter in person as soon as possible
- If you believe your child is being bullied, as defined by this policy, you should contact their Class Teacher, Phase Leader, Tutor, HoM or HoY immediately. They will take the matter very seriously, follow the procedure set down in this policy and keep you informed at every stage of the enquiry.
- It may be that following initial enquiry the matter will be investigated by the Deputy Head/s who will draw up a plan of action for a successful outcome.

### **Advice to staff:**

Whilst staff are always willing to offer sensitive advice and support to pupils, they should be aware that any information divulged to staff about illegal activity cannot be held in confidence and must be passed to the Deputy Head/s.

### **Signs of bullying:**

- A child's behaviour may change suddenly; they may have become depressed or withdrawn
- They may start avoiding school for no obvious reason
- They might seem happy at home but miserable at school
- They may have unexplainable bruises, scratches, or other physical injuries.
- They may start having a pattern of minor illnesses
- They may start to use excuses for work not done
- They may exclude themselves.

## **Common characteristics of bullies:** (but beware of stereotyping)

They may:

- Feel inadequate and lack self-esteem
- Lack social skills and make demands in a non-aggressive way
- Lack ability to empathise with victim
- Feel insecure
- Be bullied themselves
- Be victims of abuse
- Be 'spoilt'
- Have more problems at home than others.

## **It is also important to be aware that bullying incidents are minimised when:**

- Everyone is aware that bullying is a potential problem
- There is a climate of mutual respect for all
- There is a positive climate through all areas of school life including relations with parents
- There are opportunities at school to practise social skills
- Pupils are encouraged to 'tell' and that it is acceptable and responsible to do so
- Staff are encouraged to treat bullying as a priority
- Good behaviour management is evident in classrooms and around the School.

## **Support for the child:**

- Listen to them and reassure them that you believe what they are saying
- Take their feelings and worries seriously
- Talk through their options with them
- Support them in standing up to the bully
- Follow up claims as soon as possible
- If a parent/guardian has made contact, set a deadline for resolution and stay in regular contact with them.
- If the situation cannot be resolved effectively within the Senior School House or Junior School Class structure or you feel you are unable to cope, refer the matter immediately to a member of the School Leadership Team (SLT)
- The details of the incident will be recorded on a 'Pastoral Concern Form'. (This is available on the Shared Work Area and as an appendix to this document.) The pupil's Class Teacher, Tutor, or HoM, Deputy Heads will be informed. Keep accurate records and attach a copy to the pupil's file and continue to monitor the situation.

## **Sanctions**

If it is deemed appropriate the Deputy Head, People (Senior School) / Deputy Head (Pastoral) (Junior School) will become involved, and the parents/guardians of the perpetrator/s will be informed. The following sanctions may then be applied in line with the School's Behaviour Policy.

Parents/guardians will be invited into the School to discuss the matter and a formal warning or a disciplinary sanction may be given, including a period of suspension or exclusion.

In the most serious cases permanent exclusion from the School will be considered.

In very serious cases (including persistent, as well as extreme, bullying,) it may be necessary to make a report to the Police or Social Services.

## **Monitoring & Evaluation**

All pupils involved in bullying will be carefully monitored by the School to ensure support strategies that have been implemented remain effective.

Pupil surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.

The effectiveness of this policy and the School's anti-bullying strategies will be evaluated annually through a review of the bullying incidents logged by House staff and Class tutors in consultation with the appropriate member of the School Leadership Team with responsibility for anti-bullying in the Junior School or Senior School.

### **Anti-Bullying Education at Royal Russell**

The School will raise the awareness of the anti-social nature of bullying through a PSHE programme, school assemblies, the Student Council, Sixth Form Committee and in tutorial/class time.

In addition:

- The Deputy Head/s will liaise with the PSHE Co-ordinator/Assistant Heads/ Housemasters/mistresses and Heads of Year to ensure an anti-bullying programme forms part of the Senior School PSHE challenge programme
- Heads of Department, subject co-ordinators are responsible for introducing anti-bullying material in their programmes of study as appropriate
- The School will raise awareness of staff through training and INSET. The development of new ideas continues, and we are aware of the need to ensure that all our pupils, parents/guardians, staff and governors have an understanding of bullying.

### **SPECIFIC AREAS OF RESPONSIBILITY:**

#### **Governing Body**

The Board of Governors will ensure that the School has a policy, and this is known to all members of staff. The Board of Governors will also ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. The Governors monitor the implementation and effectiveness of the policy through regular Educational and Welfare Committee updates.

#### **Headmasters**

The Headmasters have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Headmaster and the Headmaster of the Junior School will:

- Ensure that all staff have an opportunity to discuss strategies and review them
- Determine the strategies and procedures
- Discuss development of the strategies with the School Leadership Team
- Ensure appropriate training is available
- Ensure that the procedures are brought to the attention of all staff, pupils and parents/guardians

#### **Deputy Head/s will**

- Be responsible for the day-to-day management of the policy and systems
- Arrange relevant staff training including anti-bullying strategies
- Report to the Headmasters as appropriate
- Keep the Senior School Housemasters/mistresses and Junior School Class Teachers informed of all incidents
- Report annually to the Governing Body to review the effectiveness of the policy.

### **Senior School Assistant Heads will**

- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies
- Determine how best to involve parents/guardians in the solution of individual problems

### **Senior School Housemasters/mistresses and Heads of Year will**

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedures and deal with any reported incidents.

### **Senior School Tutors will**

- Be responsible for liaising with staff over all incidents involving pupils in their Tutor Group
- Be involved in any agreed strategy to achieve a solution
- Participate in the anti-bullying programme in the PSHE course in Year 7
- Be aware of how anti-bullying is taught within the curriculum in Years 8 to 13.

### **Junior School Class Teachers will**

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedure and deal with any reported incidents
- Be responsible for liaising with staff over incidents involving pupils in their class
- Be involved in any agreed strategy to achieve a solution
- Participate in the anti-bullying programme in the PSHE Scheme of Work (SoW).
- Be aware of how anti-bullying is taught within the curriculum.

### **Staff Awareness**

It is essential that teaching and non-teaching staff should be aware of what to look for, and staff and pupils should be familiar with the procedure to follow when incidents of bullying occur. The School endeavours to reduce the instances of bullying in likely places by using seating plans in lessons which are changed regularly, ensuring staff patrols during lunch breaks, by providing a wide range of supervised co-curricular activities and supervised study both at lunchtime and after school. Ongoing INSET training for staff together with mentoring for pastoral staff and regular sessions to refresh their awareness with the policy take place.

### **Staff have the responsibility to:**

- Know the policies and procedures
- Be observant and ask pupils what is happening to them
- Deal with incidents according to this Policy
- Never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity.
- Be made aware of their responsibilities through training and INSET.

### **DEALING WITH INCIDENTS:**

- The details of the incident will be recorded on MyConcern by the staff member who took the disclosure and the pupil's Senior School Housemaster/mistress, or Junior School Class Teacher/Phase Leader will be informed
- The Senior School Housemaster/mistress/Tutor or Junior School Class Teacher/Phase Leader will interview the pupil and make a record and the incident may be passed on to the Deputy Head People (SS) or Deputy Head Pastoral (JS).
- Staff teaching the bullied pupil will be informed by the Senior School Housemaster/mistress or Junior School Phase Leader where it is deemed appropriate, who will then determine, in consultation with the Deputy Head/s, the appropriate strategy and plan of action to combat the bullying.



- The Senior School Tutor or Junior School Class Teacher and Phase Leader will oversee the implementation of the strategy.
- Parents/guardians will be kept informed by the Housemaster/Housemistress or Junior School Class Teacher/Phase Leader depending on the nature of the case.
- Sanctions against the bully will be determined by the Deputy Head People in collaboration with the Housemaster/Housemistress (SS) or Deputy Head Pastoral (JS).

### **COUNSELLING AND SUPPORT:**

If there is a perceived need for counselling and external support the School would, in appropriate cases, arrange guidance, professional services and or counselling for both bullies and the bullied.

The Senior School Counsellor may be contacted by email at [schoolcounsellor@royalrussell.co.uk](mailto:schoolcounsellor@royalrussell.co.uk)

### **KEY CONTACTS:**

- The School Leadership Team member with responsibility for anti-bullying in the Senior School, Mrs Nathalie Hart – Deputy Head, People [nhart@royalrussell.co.uk](mailto:nhart@royalrussell.co.uk)
- The School Leadership Team member with responsibility for anti-bullying in the Junior School, Mrs Sarah Pain– Deputy Head Pastoral (Junior School) [spain@royalrussell.co.uk](mailto:spain@royalrussell.co.uk)
- EYFS staff member with responsibility for anti-bullying, Mrs Abigail Cummings – Head of EYFS [acummings@royalrussell.co.uk](mailto:acummings@royalrussell.co.uk)
- Housemasters/mistresses (Senior School)
- Assistant Heads (Senior School)
- Heads of Year (Senior School)
- Class Teacher (Junior School)
- Phase Leader (Junior School)

This Anti-Bullying document is also compliant with:

[Independent Schools Statutory Regulations 2019 - Part 3](#)

[National Minimum Standards 12](#)

[Public Order Act 1986](#)

[The Malicious Communications Act 1988](#)

[The Children Act 1989](#)

[Protection from Harassment Act 1997](#)

[The Communications Act 2003](#)

[DfE guidance 'Preventing and Tackling](#)

[The Equality Act 2010](#)

[The Education and Inspections Act 2006, 2011](#)

[The Education \(Independent School Standards\) Regulations 2014](#)

[Bullying \(July 2017\)](#)

[Keeping Children Safe in Education 2020](#)

## LINKS:

This policy links with:

- [Royal Russell School Safeguarding Policy - September 2020](#)
- E-Safety Policy
- Exclusion Policy
- Inclusion Policy
- Equal Opportunities Policy
- Staff/Pupil Code of Conduct
- SEND Code of Practice
- PSHE Policy and Schemes of Work
- Peer on Peer Abuse Policy

## WEBSITES:

[www.childline.org.uk](http://www.childline.org.uk) Child Line 0800 1111

[www.kidscape.org.uk/parents/](http://www.kidscape.org.uk/parents/)

For further information, see the link below

[Preventing and Tackling bullying July 2017](#)

### **Cyber-bullying and online safety**

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[EACH](#): (Educational Action Challenging Homophobia): provides a national Freephone.

Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Appendix 1

## **HYPERLINKS TO FURTHER INFORMATION ON SPECIFIC ANTI-BULLYING TOPICS**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The TES website and the NSPCC website are good sources of this support.

Royal Russell's staff can also access broad government guidance on the issues listed below via the embedded links to the GOV.UK website:

- bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- mental health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

- sexting

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

- teenage relationship abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

## **Others**

The Independent Schools Inspectorate (ISI) website can be found [here](#)

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday 8.00am to 6.00pm). Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Children's Commissioner:

The Office of the Children's Commissioner

Sanctuary Buildings

20 Great Smith Street

London

SW1P 3BT

Tel: 020 7783 8330

Email: [info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

<http://www.childrenscommissioner.gov.uk/>

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