



DITCHAM PARK SCHOOL

Where every child is known and valued

Anti-Bullying Policy

Compiled by	Head of Juniors
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INTRODUCTION

This policy relates to all children at Ditcham Park School, including the EYFS.

This policy follows the guidelines outlined in the non-statutory DfE advice *'Preventing and Tackling Bullying'* (July 2017) and *'Cyberbullying: Advice for Headteachers and school staff'* (2014). It also reflects the guidance in *'Keeping Children Safe in Education'* (September 2023).

RELATED POLICIES

The following policies, procedures and resource materials are also relevant to the School's anti-bullying policy:

- (a) Behaviour Policy
- (b) Child Protection and Safeguarding Policy and Procedures
- (c) Acceptable Use Policy for Pupils
- (d) Online Safety Policy
- (e) Whistleblowing Policy
- (f) School Ethos
- (g) Educational/External Visits Policy

These policies, procedures and resource materials are available to staff on the School's sharepoint and hard copies are available on request.

Our school ethos, **Where Every Child is known and Valued**, directs our commitment to providing an environment that is friendly, safe and where relationships are built on respect. Bullying is a breach of our ethos as well of our rules. Bullying is not tolerated in any form at Ditcham Park School.

We treat all allegations of bullying seriously, and firmly believe in prevention rather than cure. The school aims to reduce the threat of bullying through effective education and the clear guidance and training given to pupils and staff regarding definitions and intervention techniques. We work through our PSHE curriculum, our pastoral system and our praise and behaviour policies to ensure our pupils learn in an atmosphere of tolerance, care and respect.

We seek to teach and nurture personal integrity in all our pupils. We seek to teach a respect for people and for property and to encourage a courteous approach to others.



DEFINITIONS

Bullying includes:

What is bullying behaviour?



- Behaviour by any pupil, which may be repeated over time and which intentionally hurts, threatens, frightens, humiliates or undermines another pupil or group.

It can take the form of repeated physical assault, verbal abuse, emotional distress or Cyberbullying; such as the sending of hurtful e-mails or text messages and the use of social networking sites to victimise others – see the policy on Cyberbullying below.

It may take many forms, including physical (e.g., any threat of or use of violence of any kind), sexual (e.g., the sharing of nudes/semi-nudes), verbal (e.g., cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video), and/or emotional (e.g., by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s) whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s).

Bullying can sometimes amount to child-on-child abuse, which is defined as any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about child-on-child abuse, including the procedures to follow when an incident on child-on-child abuse is reported can be found in the school's Child Protection and Safeguarding policy.

Bullying is often motivated by prejudice against particular groups with protected characteristics, which may include:

- 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



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- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Bullying related to the marital arrangements of a child's parents, or a child who adopted or a child who is a carer
- Bullying related to age, whether this be a pupil's age (possibly out of year) or the age of a parent
- Bullying related to someone's sex, e.g. misogynistic bullying.

Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

In addition, the repeated abuse of property, or the deliberate and repeated isolation or exclusion of an individual is bullying behaviour. Bullying almost always involves a difference in power between the bully (or bullies) and the person being bullied. This is particularly so when the behaviour is directed towards someone who is younger, weaker (mentally or physically) or socially less competent or confident.

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "banter". These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. It is worth acknowledging the distinction between behaviour which is bullying and a bully. Most pupils will accept that they have, at one stage or another, been involved in bullying behaviour; it is extremely rare for a pupil to self-identify as a bully. Nevertheless, a pupil who consistently engages in bullying behaviour and who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

Any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**further details can be found in the Child Protection and Safeguarding Policy and Procedures**). If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL in turn will liaise with relevant members of SLT to ensure that both victim and perpetrator are dealt with in line with the appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.

The School reserves the right to report certain incidents of bullying to Children's Social Services. Some bullying behaviour may fall within the definitions of the legal offences of harassment or threatening behaviour. The School also reserves the right to report certain incidents of bullying to the Police, particularly where an assault would seem to have been committed.

SIGNS AND SYMPTOMS OF BULLYING

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

- Is unwilling to go to school
- Is frequently absent from school
- Regularly has homework which is not done or lost
- Changes his or her usual routine
- Becomes anxious, withdrawn or is lacking in confidence
- Starts stammering



- Attempts or threatens suicide
- Runs away
- Cries him- or herself to sleep at night or has nightmares
- Feels ill in the morning
- Begins to achieve less well in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay the bully)
- Has money continually “lost”
- Has unexplained cuts or bruises
- Stops eating
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what’s wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received
- Is evasive or gives improbable excuses in relation to any of the above

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

THE IMPACT OF BULLYING

Bullying is a very destructive action within a school community.

As well as the risk of physical injury it can affect a pupil’s social, mental and emotional health and it may potentially cause serious and lasting psychological damage to the victim throughout her life.

The School understands that bullying can be so serious that it may cause physical, emotional, and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the school's first priority, however, the school acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the Behaviour Policy. Whilst bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, sexting, the sharing of nudes/semi-nudes (in certain circumstances), upskirting and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect.

The School recognises that children with SEND or certain health conditions can face additional safeguarding challenges and may be more prone to peer on peer group isolation or bullying (including prejudice-based bullying) than other children. The school also recognises that certain



children may face additional barriers to reporting an incident because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Bullying which occurs on school trips, online, or outside of the school's premises will not be tolerated any more than bullying on school premises. Teachers will, where appropriate, discipline pupils for misbehaviour online, outside school premises and outside school hours.

Bullying is destructive of the lifestyle of the pupils who witness it and may become learned behaviour to which they become habituated.

It is counterproductive for the bully that his or her behaviour is not checked. In life after school, bullying behaviour remains undesirable and can be a criminal offence. It is destructive of relationships in the workplace or the home. Bullies need to appreciate that their actions are wrong and have serious consequences.

RESPONSIBILITIES

It is the responsibility of all members of our community to take action if they see, hear or suspect that bullying is taking place, or if they become aware that any member of the school community has been involved in bullying. This responsibility remains irrespective of whether it has occurred inside or outside of school. To remain silent is to condone the action of the bully; everyone has the right to live their life at school without being bullied.

PUPILS

Should any pupil become aware that another is being bullied, there is a responsibility to seek advice and help. **Bullying does not go away if nothing is done about it.**

PSHE lessons and the School's assembly programme deal with the topic of bullying and its impact. Pupils are encouraged to discuss bullying and recognise its harmful effects as well as to consider strategies that might be employed to help develop resilience and to cope with difficult times. In addition, our pupils are taught to understand and appreciate the differences between people, British Fundamental Values and the importance of avoiding prejudice-based language. We aim to build the resilience of our pupils through work done in assemblies and PSHE lessons.

Through these mediums we strongly encourage any pupil who feels themselves to be a victim of bullying or at risk from it to seek advice and help.

Staff and pupils, particularly older ones, such as Prefects, have an important role in promoting good behaviour and combatting bullying by offering a good example and rewarding and celebrating success **(for more detail see Behaviour Policy)**

The school runs an online bullying survey each year, in both Juniors and Seniors, and uses the information it obtains from that to build our anti-bullying education in all its contexts. We engage fully with the national anti-bullying campaign each year, using its momentum for our work in PSHE and assemblies. We also include Safer Internet Day in our curriculum planning, and use resources created by CEOP with our pupils, our staff and also our parents.

The school promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of school;

All pupils (including EYFS pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith, will be taken seriously and will be supported and kept safe;



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Other lessons highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show all bullying to be unacceptable;

All of our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place. They are reassured that they will be taken seriously and will be supported and kept safe;

All pupils are made aware of a telephone helpline, enabling them to call for support in private. Childline is contactable on 0800 1111

The school buildings display advice on where pupils can seek help, including details of confidential help lines and websites where they can connect with external specialists, such as ChildLine, Kidscape, Bullying UK, and the Samaritans.

- We provide leadership training to our [Head Boys / Girls and their team of prefects / heads of House]/senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- The school does not tolerate peer-group "initiation ceremonies" or hazing type violence or rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.

STAFF

- Upon induction, all new members of staff are given training and guidance on the school's anti-bullying policy and on how to react to, and record allegations of bullying at the school, including cyberbullying. The school will ensure that all School staff understand the principles of the school's policy, the school's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support;
- The school recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and/or certain health conditions, and LGBTQ+ pupils. The school will ensure that staff receive appropriate training to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils;
- All reported incidents are recorded, on CPOMS, and investigated. We always monitor reported incidents. Records of any incidents are kept on CPOMS in order that patterns of behaviour can be identified and monitored;
- We have a strong and experienced pastoral team staff who are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying and will know when to apply our Child Protection to bullying incidents;
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour at all times;
- The school has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside school hours, on school visits and trips, online, or that otherwise occur outside of school. The school has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the school's Behaviour Policy and will be applied in a fair, consistent, and reasonable manner, taking into account the needs of pupils with SEND and certain health conditions, and vulnerable pupils;
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator(s). If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the school's Child Protection and Safeguarding Policy and



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discuss their concerns with the school's Designated Safeguarding Lead (DSL) without delay.

- Estate staff and administrative staff should also be observant of pupil behaviours that may suggest bullying and must report it to relevant teaching staff.

PARENTS

This policy is readily available on the School's website and in hard copy for reading at the School office, so that they are clear on the School's approach to bullying and what to do if their child experiences bullying;

We encourage close contact between the Class/Form Teachers and parents/ guardians, and will always make contact if we are worried about a pupil's well-being;

We encourage parents to work with the school in supporting their children in the decision to bring alleged incidents or allegations of bullying to the school's attention irrespective of whether those incidents have happened within the school grounds or not. So as not to jeopardise or influence any investigations undertaken by the school, parents are asked to refrain from engaging in conversation with other parents about such matters.

SUPPORT

School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and especially alert to where it may have a severe impact.

Whilst all staff have a responsibility to respond to bullying in school, there are some particular people in school to whom pupils may turn for support and guidance on any issue about which they feel concern:

- Form Tutor/Class Teacher
- The Well Being Coordinator – Juliette Barnes
- The Designated Safeguarding Leads – Pippa Probert and Kate Senior
- Heads of Year
- Mental Health First Aiders
- Parents, siblings and friends

As previously stated, it is the responsibility of all members of the community to take action if they see bullying taking place. Bullying and unacceptable behaviour will not be tolerated and every individual has a responsibility to report any incident that gives them cause for concern. The School is committed to providing a nurturing, safe and happy environment where all pupils can flourish and as such reporting of incidents and where necessary, Whistleblowing is encouraged (**see the Whistleblowing Policy in the staff handbook**).

BULLYING – WHAT THE PUPIL CAN DO

- Treat those around you with respect and consideration
- If you are bullied you must tell someone
- Tell anyone you can trust – a friend, an older pupil in the School, your parents, your Form Tutor or Class Teacher, or any member of Staff
- Trust the School to deal with the matter sympathetically once you have reported it.
- Never be afraid that something will happen to you if you seek help
- Never be embarrassed to tell someone if you are being "got at" in any way. It is not your fault.
- Remember that bullies continue if they get away with it. If you do nothing when you know about bullying you are condoning it and allowing it to carry on.



BE AN UPSTANDER NOT A BYSTANDER



RESPONSES TO BULLYING INCIDENTS

A checklist for providing an immediate response to bullying as a more serious form of unacceptable behaviour is given in **Appendix 1**.

All members of staff are expected to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported; this includes Cyberbullying and bullying outside school.

While there may be little or no physical bullying, staff should be aware that verbal intimidation, ostracism, sexist or racist behaviour is just as distressing for the victim. It is important to be aware of the sensitivities of particular groups and behaviour which could be construed as offensive to them should not be tolerated. Staff must not accept “banter” as an excuse for what may be bullying.

The school also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim(s) when they raise a concern.

Unacceptable behaviour will be reported immediately to the Form Tutor or Class Teacher. Incidents must be recorded under the “Bullying” tag on CPOMS which will ensure that it is reported to the DSLs.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures set out in the School's Child Protection rather than the procedure set out in appendix 1.

- Find an appropriate place to listen to the child and take any allegations seriously
- Reassure the victim, who may feel that they are in some way to blame
- Avoid asking leading questions which might prejudice any later legal action that could become necessary
- Avoid giving any guarantee of confidentiality in case matters need to go further
- Make brief notes about what was said as soon as possible after the meeting
- Record relevant details on CPOMS



The Head of Seniors or Juniors, as appropriate, will decide who will take responsibility for continuing investigations of any reported incidents.

- Pupils are interviewed in order to ascertain what happened
- Written statements may be required from all parties involved, signed and dated
- A restorative process may be used, if it is deemed an appropriate response.
- Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Pupils will know that the situation will be monitored and know of consequences for the bully if bullying continues.

The sanctions which might be applied are set out below and in the School's **Behaviour Policy**.

Parents of bully and bullied should be kept informed, where necessary, at appropriate times during an investigation

- Form Tutors / Class Teachers will monitor the situation closely
- If no improvement is seen, then the Head of Seniors/Junior may implement further sanctions or employ other strategies to resolve the situation.
- A pupil who persistently makes life unhappy for others will be referred to the Headmaster and may face suspension from school or will be asked to leave the School in extreme cases.

SANCTIONS AND SUPPORT

The school recognises that support may be required for the perpetrator of bullying as well as for the victim of it. It also recognises that incidents of bullying are often complex, tangled and uncertain. The school endeavours to move carefully and sensitively through investigative processes before employing sanctions.

Sanctions applied and management approaches adopted will depend on the seriousness of an incident and will be more severe for repeated offences. The full range of sanctions that are available to the school may be used in dealing with pupils who have been involved in bullying.

Given that bullying can have a serious detrimental effect on the pupil being bullied and on the school community more widely, it should be recognised that a pupil may face exclusion for bullying and that this serious punishment can be applied even to a first occurrence and irrespective of the pupil's school record. Sometimes, in less serious cases, those involved in the bullying of others may be able to recover their position within the school community and the school will be supportive in that process.

As stated above, any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**see Child Protection and Safeguarding Policy**) If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL in turn will liaise with relevant colleagues to ensure that both victim and perpetrator are dealt with in line with the appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.

The School will offer and provide support to both the alleged perpetrator and alleged victim of the bullying. The School will ensure that adequate provision is made for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the pupil to have significantly greater difficulty in learning than the majority of those of the same age, then the School will consider whether the child will benefit from being assessed for SEND and receiving support commensurately.



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All sanctions imposed should be proportional to the circumstances of the case and the pupil's age (**see Behaviour Policy**). In assessing the proportionate nature of the sanction, due regard should be made to the offence committed, the age of the pupil, any religious requirements affecting the pupil or SEND concerns that they may have. Adjustments may be made where a pupil with a SEND is involved. Where the pupil's needs warrant it appropriate, the SENCOs may be consulted to ensure the sanction is appropriate.

The relevant member of staff charged with investigating and resolving the bullying will (via telephone and/or e-mail communication) keep parents of those involved informed about bullying incidents and details of this communication will be recorded on CPOMS.

Records of all bullying incidents are recorded on CPOMS. These are reviewed on a termly basis by the Safeguarding Sub Committee who will look for unresolved incidents or patterns of behaviour that may suggest the need for further work or training. Incidents of serious bullying, resulting in suspension or exclusion, will be reported by the Headmaster to the Governing Body.

At a more informal level, all incidents of bullying, or alleged bullying, are discussed and reviewed at the weekly pastoral meeting for Seniors on Tuesday morning and for Juniors on Monday afternoon.

INFORMATION AND GUIDANCE FOR PARENTS

- You may not recognise that your child is being bullied. However, changes in their manner, behaviour and general state of health can sometimes be explained by bullying.
- Encourage your child to talk about it, but be patient. It is quite natural for him or her not to want to discuss the matter and not to want you to do anything about it.
- Listen and try not to interrupt.
- Reassure them that you are sympathetic and that it is a problem that can be solved. It happens to most people at some time.
- Ask him or her if there are ways of changing things and help them to try to develop strategies to cope, strategies which should then be practised.
- Try to keep the situation in proportion and so remain good-humoured.
- Encourage your child to talk to their class teacher (Juniors) or form tutor (Seniors) about the matter.
- You should feel free to contact your child's class teacher (Juniors) or form tutor (Seniors) to discuss the matter if you are concerned.

MONITORING

In the case of a bullying incident it is imperative that the position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues, and with pupils in the Form/ year group so that they may be alert to the need to monitor certain pupils closely;
- on-going counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School.

Monitoring of our policy is done through analysis of our CPOMS data which can reveal patterns of behaviours arising at different points within the school.

POLICY ON CYBER-BULLYING



This policy should be read in conjunction with the School's Acceptable Use Policy for Pupils.

Definition: Cyberbullying can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyberbullying may take place inside School, outside of School and at any time of the day.

. Examples of such behaviour include:

- (a) Setting up website pages and inviting others to post derogatory comments about a pupil;
- (b) Filming incidents and circulating the film clips via mobile phones or on line;
- (c) Sending insulting or vicious messages by text, messaging apps such as Snapchat and WhatsApp or e-mail, including the spreading of malicious rumours about another pupil(s);
- (d) Posting fake and obscene photographs of another pupil on social networking sites;
- (e) Hacking into social networking sites and removing and circulating material which may be embarrassing or personal;
- (f) Fraping: hijacking and changing the details on someone's social media page when they leave it open and vulnerable, or setting up fake profile sites to impersonate and insult someone via social media sites such as Instagram, X or SnapChat.

The School acknowledges that cyberbullying may take many different forms including: cyberstalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting, and sexting.

The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on *Teaching online safety in school* (June 2019).

THE IMPACT OF CYBERBULLYING

Cyberbullying is a particularly destructive aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of Cyberbullying indicates that it is a feature of many young people's lives. Cyberbullying can have a seriously detrimental impact on a victim for a number of reasons:

- (a) The sense of invasion of an individual's home and personal space.
- (b) The anonymity, at least initially, of the bully.
- (c) The ability to broadcast upsetting messages and/or images rapidly to a potentially huge audience, and to continue to do so repeatedly over a long period of time.
- (d) The inclusion of other pupils in the network of circulation who might not normally participate in bullying activity. This can happen, for example, when a recipient of a phone message passes it on to others.

As with other forms of bullying, some Cyberbullying is clearly deliberate and aggressive. However, it is important to recognise that other incidents can be 'unintentional' and the result of



a lack of thought and poor judgment by a pupil regarding the consequences of their actions. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding directly or to feel empathy

The school is committed to raising the awareness of all members of the school community, including the parental body, to the dangers associated with Cyberbullying and Sexting. Pupils, for example through the PSHE programme of study, the assembly programme and the KS3 Computing curriculum, are regularly reminded of the fact that such activity can have severe and distressing consequences and that any form of participation will not be tolerated.

The school has a duty to safeguard the welfare of the young people entrusted to its care (**see Child Protection and Safeguarding Policy**)

- In line with the Education Act 2011, the school reserves the right to monitor their use of the Internet and to examine mobile devices where there is reason to suspect abuse.
- Pupils will be held responsible for all material that they place on a website and for material that is placed on a website of which they are the account holder.
- Whilst we would expect parents to play the main role in dealing with any out of School incidents, misconduct of this type outside the school remains subject to School discipline if the welfare of other pupils or the culture and reputation of the School are placed at risk.
- Sanctions may include, for example, confiscation of mobile phones, Smartwatches and restrictions on the use of the Internet.

PUPILS CAN KEEP SAFE ONLINE AND HELP TO PREVENT CYBERBULLYING BY:

- Using the Internet and other aspects of ICT in responsible ways and for educational purposes (**see Acceptable Use Policy for Pupils**).
- Keeping their log-in details and passwords confidential and regularly changing their password. Always choose hard to guess passwords with symbols or numbers, which makes it harder for others to hack into their account.
- Not hacking into, or attempting to hack into, other pupils' sites or areas of the web that are normally closed to them.
- Remembering that anything they place on technology can be made public within seconds. They have very little control over this. Nothing is guaranteed to stay private. Whatever they send to others can travel worldwide and could stay online forever. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- Being careful what they say online or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Being careful what images they send.
- If a pupil receives a nasty or rude message about someone, or a photo of them, they should not forward it to anyone. Forwarding disreputable material means they will be taking part in the bullying and could even be breaking the law.
- Only giving their mobile number or personal website address to loyal friends whom they trust completely. Pupils should remember that some people change friends often, especially in the early teenage years.
- Choosing the highest security settings on internet sites; not relying on default settings.



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- Using websites and services that allow users to block someone who is behaving badly or bullying, and using the blocking facility. Using websites and services that allow users to report someone who is bullying.
- If a pupil sees Cyberbullying taking place they should support the victim and report the bully. Bullies get away with bad behaviour if no one tells.

The School:

- Expects all pupils to adhere to its Acceptable Use Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet
- Issues all pupils with their own personal School email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed [rom School computers/ tablets inside the School;
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE and computer science lessons, which covers blocking, removing contacts from "friend" lists and sharing their personal data;
- Ensures its pupils are aware of the various forms in which cyberbullying can take place, that it can have severe and distressing consequences, and that participation in cyberbullying will not be tolerated;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
- Does not allow the use of mobile phones in classrooms, public areas of the School, or where they may cause annoyance, humiliation, or distress to others; and
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

IF A PUPIL IS THE VICTIM OF CYBERBULLYING, HE OR SHE SHOULD:

- Inform their Form Tutor (Seniors) or Class Teacher (Juniors) about this as soon as possible
- Preserve evidence, e.g. texts, messages, e-mails or images, rather than delete them. Evidence will be needed by School, internet service providers and mobile phone companies. If the Cyberbullying breaks the law, the evidence may be needed by the police for an investigation.
- Not reply to bullying messages or retaliate by sending unpleasant messages back.
- Use the blocking and reporting facilities of the website.
- If necessary, change their contact details such as their instant messaging identity or mobile number.
- Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.

Where Cyberbullying is reported to a member of staff, the teacher should follow the procedure for dealing with bullying incidents as set previously in this policy

The invasiveness of Cyberbullying and the size of the audience can be important factors when considering the School's response to such activity. The very nature of cyberbullying can also yield a clear trail of evidence that other forms of bullying do not. In addition to text messages or e-mails that may be retained by the victim, mobile phone companies, internet service providers and social network sites can also provide supporting material and evidence.

SANCTIONS:

The School will follow the procedures set out in this policy and in the Child Protection and Safeguarding Policy where relevant for incidents of cyberbullying, taking such disciplinary action



that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the School, and the welfare of its pupils.

Although cyberbullying is not a specific criminal offence, there are however criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes, and sexting. Where the School considers that a reported incident of cyberbullying may amount to a criminal offence, it will inform the Police.

The School regards incidents of Cyberbullying as it does bullying in any other form and this policy will be applied in the same way. The full range of sanctions that are available to the school may be used in dealing with pupils who have been involved in Cyberbullying.

In conjunction with disciplinary sanctions, there are a range of other strategies that can be used to combat Cyberbullying. These include:

- Engaging with parents promptly when issues of Cyberbullying come to light;
- Development of roles that pupils can play, such as Pupil Leaders and Digital Leaders;
- Well Being Coordinator
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree actions to be taken to repair the harm caused.

Electronic devices

In response to an allegation of cyberbullying, senior staff or staff authorised by the Head are permitted to conduct a search for electronic devices, such as a pupil's mobile phone, with the authority of the Head. Staff do not require the consent of the pupil, or their parents to undertake a search, provided they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, and provided they have the Head's prior consent to undertake a search.

The search will be conducted in accordance with the procedure set out in the **Behaviour Policy**.

Where a search finds an electronic device that is prohibited by the School rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine any data or files on the device, where there is good reason to do so, for example, where there has been an allegation of cyberbullying. Parental consent to search through electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy. The School may then take steps to punish the student in accordance with the Behaviour Policy, where appropriate. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.



The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

EYFS CHILDREN

Even the School's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value difference and diversity. The Head of Juniors is in charge of the management of behaviour in the EYFS setting.

We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the EYFS setting; but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the Head of Juniors who will explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed when any sanction or reproof is needed towards their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the child's teacher], to agree a joint way of handling the difficulty.

The DfE has published the advice note '*Advice for Parents and Carers on Cyberbullying*' (November 2014).

This can be found at:

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

The following organisations also provide information and advice on cyberbullying:

Childnet International – www.childnet.com

Think U Know - www.thinkuknow.co.uk

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly.

APPENDIX 1

CHECKLIST - IMMEDIATE RESPONSES TO BULLYING

If you come across bullying what can you do?

First steps: DO

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident or report seriously
- Reassure the victim(s); don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Apply sanctions if necessary, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power



Anti-Bullying Policy

- Explain clearly the punishment and why it is being given

Involving others: DO

- Inform the Form Tutor/Class Teacher, the Pastoral Coordinator or a member of SLT
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets)
- Inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone. The Form Tutor may choose to do this

Final steps: DO

- Make sure the incident doesn't live on through reminders from you
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor

If you have to deal with bullying, what should you avoid? DON'T

- be over-protective and refuse to allow the victim to help him/herself
- assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully
- try to hide the incident from the parents of the victim or of the bully
- call in the parents without having a constructive plan to offer either side