



Anti-Bullying Policy

Last Reviewed: Michaelmas 2023
Next Review: Michaelmas 2024

This policy is a whole school policy including EYFS. It applies to all pupils from Early Years to Year 8 and should be read in conjunction with the following:

- Online Safety Policy
- Behaviour Management policy
- Boarding Handbook
- SEND Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- DEIB Policy
- Supervision Policy

1 Introduction

- 1.1. The Repton Prep community is wholeheartedly committed to providing a safe, caring, welcoming and friendly atmosphere in which individuality will flourish. Our ethos is one of acceptance, respect, integrity, honesty and courage, and it is clear that, in this context, bullying will not be tolerated.
- 1.2. It is our primary aim to create a school culture which prevents instances of bullying from being a serious problem in the first place. Our proactive approach to Pastoral care aims to stop problems between children escalating. This pro-active approach is entrenched throughout school life through strategies such as our PSHE programme, the strong 'family' ethos, powerful modelling of appropriate behaviour by those in authority, positive messages delivered via regular assemblies and form times, rewards to encourage positive behaviour, as well as regular and appropriate training for both staff and pupils. We consequently hope to engender the values and traits required for living positively and constructively in a close-knit community, particularly in the boarding houses. This means respecting the space, privacy and property of others, treating all members of the community with respect, acceptance and compassion, respecting personal boundaries and wishes, celebrating our differences, and offering support and encouragement to each other. We expect pupils to maintain these values at all times and within and beyond the school site.
- 1.3. Whilst this is the ideal to which we hope to guide all pupils, the School nevertheless accepts that bullying can occur and that this can lead to significant and long-term physical, emotional, and psychological damage in the victim. Bullying is also destructive of the wider community and undermines the mission of the School to provide a safe and secure environment for all its pupils. If bullying goes unchecked, it can also be very damaging for the long-term personal development of both the perpetrator and those who witness bullying as such behaviour may become learned and habituated. It is for these reasons that the School views bullying as a significant offence which can in the most serious instances be punished by suspension or, ultimately, expulsion.

2 Definitions

2.1 Bullying is any behaviour carried out by an individual or a group, usually repeated over a period of time, which thoughtlessly or deliberately causes pain, suffering, unhappiness or humiliation in another who may find it difficult to defend himself or herself. Bullying takes many direct and indirect forms – verbal, psychological, emotional, physical, sexual – and is often motivated by prejudice against particular individuals or groups on grounds of race, religion, culture, gender, sexuality, special educational needs, disability, or family situation or because the child is adopted or a carer. It may take place directly or through the use of technology (cyber-bullying). Many experts say that bullying involves an imbalance of power between the instigator and the victim. This could involve instigators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the supports of a group, or the capacity to isolate someone socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. We view the following as examples of bullying:

- 2.1.1 name-calling, teasing and mocking others in an unpleasant manner
- 2.1.2 spreading rumours about someone
- 2.1.3 making hurtful or abusive comments (including by message, graffiti or notice)
- 2.1.4 mocking someone by imitating their accent or anything else about them
- 2.1.5 making gestures towards someone which are designed to belittle or ridicule them.
- 2.1.6 the exclusion of others from social groups, games or conversations in the knowledge that such exclusion will cause distress
- 2.1.7 the deliberate humiliation of others
- 2.1.8 pushing, hitting, kicking, or using other objects to cause physical pain. This can be considered an “assault” and obviously more serious physical attacks could be seen as a criminal offence.
- 2.1.9 intimidating others into doing something against their will
- 2.1.10 preventing others from doing something they want to do through intimidation
- 2.1.11 the deliberate invasion of another’s space and privacy, and taking of property in the knowledge that such behaviour will cause distress
- 2.1.12 misusing seniority or imposing hierarchy
- 2.1.13 the sending of malicious, hurtful or inappropriate emails, text messages or photos and the posting of malicious, hurtful or inappropriate comments or photos on social networking sites.

2.2 We do not view the following as bullying:

- 2.2.1 A one-off argument or altercation between two pupils
- 2.2.2 The occasional dispute between two individuals

2.3 Abuse is behaviour by an individual or group, either repeated over time or as a single significant incident, that intentionally hurts another individual or group either physically or emotionally. This can include sexual violence or harassment and may also be a form of serious and sustained bullying. As a result of this, harm is caused which manifests as physical injury or the victim's development is permanently affected.

2.3.1 Assault refers to actual physical violence or threat of such

2.3.2 Harassment is the unwanted conduct related to a relevant protected characteristic (as defined in the Equality Act 2010) that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for someone. Specifically, sexual harassment can include many things, such as verbal comments, sexist name calling online, comments and the sharing of sexual images without consent.

2.4 Discrimination is behaviour by an individual or group that insults people, distresses them or treats them in an unjustified or prejudiced way based on one or more of the protected characteristics as defined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). In practical terms in the context of a school, discrimination can also occur as a result on an individual's cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing). Such behaviour can be direct-such as where someone is treated less favourably because of one or more characteristics-or it can be indirect, such as where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same characteristic at a particular disadvantage.

2.5 Victimization is retaliation against someone who has complained or supported someone else's complaint about discrimination or harassment.

2.6 Cyberbullying includes:

2.6.1 Bullying by texts, messages or calls on mobile phones

2.6.2 Use of mobile phone cameras to cause distress, fear or humiliation

2.6.3 Posting threatening, abusive, defamatory or humiliating material on websites

2.6.4 Hijacking email accounts (using someone else's identity)

2.6.5 Making threatening, abusive, defamatory or humiliating remarks in chatrooms

2.6.6 Posting threatening, abusive, defamatory or humiliating material on reunion or networking sites

Further details on cyberbullying can be found in Annex C.

3 Responsibilities

- 3.1 Bullying thrives on secrecy and so it is the responsibility of every member of the Repton Prep community to remain vigilant to the threat of bullying at all times and to act immediately if they see or suspect that bullying is happening.
- 3.2 It is important to remember that any pupil, regardless of age, personality and profile within the community, may be subject to bullying from other members of the community. Staff must also appreciate that in the context of a residential setting, there may be enhanced potential for such negative behaviour. They should be especially vigilant of those who may be more vulnerable, such as:
- 3.2.1 those new to the community, especially any with a history of social difficulties at previous schools
 - 3.2.2 those who are distinct from their peers on the grounds of appearance, sexual, gender or cultural identity, background or beliefs.
 - 3.2.3 those who struggle to develop friendships or do so in inappropriate ways, or whose interests are more solitary
 - 3.2.4 younger pupils who appear confident and can attract or attempt to court the attention of older pupils.
 - 3.2.5 Pupils with SEND

Possible behavioural signs that indicate that bullying might be occurring include:

- Pupils appearing withdrawn, unduly sensitive, or crying easily
- A lack of confidence and sense of self-esteem
- Absence from school or from certain school activities
- Physical injuries such as cuts and bruises
- Rapid gain or loss in weight
- Any sudden change in or uncharacteristic behaviour
- Pupils having nightmares, or crying themselves to sleep at night
- Pupils having clothes torn or equipment damaged
- Pupils giving unlikely excuses for any of the above
- Pupils being unwilling to use the internet or mobile devices
- Pupils becoming nervous or jumpy when a text or other message is received

It is important to remember that these signs are not necessarily the result of bullying. There may well be other reasons for such behaviour, but the warning signs must never be ignored by staff.

4 Procedures, Investigation and Recording

- 4.1 If a pupil is being bullied, or feels that they are being bullied, it is hoped that they will seek help and advice immediately. This message is embedded in the School's ethos, delivered regularly and both formally and informally in a variety of ways, such as new pupil induction programmes, PSHE lessons, the publication of posters and notices throughout the school site and regular, positive messages delivered through form time and assemblies, Wellbeing Wednesday initiatives, the Repton Prep CARE code, outside speakers and Anti-Bullying Week. Bullying, abuse and discrimination might take place on the School's site (including in the boarding environment), beyond the School's site, or online. For the purposes of the School's response, it is unlikely to make much difference where or how the offence happened, or whether the victim was a member of the School's community or not. In the case of staff, the scope of this policy naturally overlaps with the School's Code of Conduct for Staff. In the case of both staff and pupils, the scope of this policy naturally overlaps with the School's Safeguarding Policy.
- 4.2 It is likely that pupils will turn to a figure of authority for help, support and guidance. This might include:
- Parents, siblings or friends
 - Another pupil
 - Medical/Health and Wellbeing staff or School Counsellor
 - Their Form Tutor
 - Their Housemaster or Housemistress
 - The Deputy Head (Pastoral & Boarding)
 - The Head of Boarding
 - A member of staff

In all instances staff should adhere to the following procedural advice:

- Always take the allegation seriously and make the victim know that you are on their side.
- Ensure that the pupil/s has been given the child friendly version of the anti-bullying policy to read.
- Establish whether there is any immediate threat to their welfare, either physical or psychological.
- Be sensitive, reassuring and emphasise that they are not alone in dealing with the problem and make sure that they are aware of all the support mechanisms available both within and outside the School.
- Use open questions to encourage them to describe the situation in their own words.
- Do not promise confidentiality.
- Do not attempt to resolve the issue on your own.
- Report the matter immediately to the relevant Year Group Head and Deputy Head (Pastoral & Boarding).
- Make written notes as soon as is practical and certainly within 36 hours. Notes taken during the interview progress must be made on Form Int 1 Annex A and uploaded onto iSAMS. These are an essential component in any disciplinary investigation, as well the pastoral records, and the initial disclosure is of particular importance. This should include any specific evidence presented: eg physical bruising and an attempt to gauge how hard any physical contact was on a scale of 1 to 10.

4.3 Upon receiving a report of bullying the following action will be taken:

- 4.3.1 All forms to be used in Bullying investigation may be found on Sharepoint/Pastoral/Sanction templates
- 4.3.2 An initial 'Possible Bullying Report' is to be completed by the person who has had the situation reported to them and handed to the Deputy Head (Pastoral & Boarding) (Y3-8) or the Deputy Head Pre-Prep (Nursery–Y2) or, if the incident has taken place in boarding time, to the Head of Boarding.
- 4.3.3 A member of staff will be appointed by the person to whom the bullying was reported as a mediator to deal specifically with the allegation. This will usually be the Deputy Head (Pastoral & Boarding) but may be the Year Group Head, the form teacher or another member of staff, but will certainly be someone with whom the child is comfortable.
- 4.3.4 *Within one week* of the initial report or allegation, the mediator will gather information by talking one-to-one with all parties involved in the incident(s). It is vital that no reference is made to one child or a group of children as 'the bully' or 'the victim'. The mediator will then inform the parents or house-parents of all the children involved *if bullying has taken place*, ensuring that they have a copy of this policy and that they are clear about the steps the school will be taking.
- 4.3.5 The mediator will decide whether it is appropriate to sit down and talk with both 'victim' and 'bully' together, and in doing so ask them to express their own views to each other and maybe agree an appropriate written plan of action, which would be communicated to all parties concerned (other involved staff, parents, etc.)
- 4.3.6 Follow-up meetings may take place, as appropriate, to monitor progress.
- 4.3.7 Additional meetings will be arranged as necessary. The mediator is responsible for keeping a 'watching brief' on the situation thereafter.
- 4.3.8 The Head is to be kept informed by the mediator throughout the process. A written record of all the above should be kept by the mediator using the forms provided, with copies being made available for the parents and colleagues concerned. The record, which is to be kept in the confidential pupil files of the children concerned, should include personal accounts from children old enough to express themselves in writing as appropriate.
- 4.3.9 In addition, all incidents should be recorded in the pastoral section of the School management information system, which is monitored by the Deputy Head (Pastoral & Boarding) to ensure there are no worrying trends. A Bullying log is kept by the Deputy Head (Pastoral & Boarding) with trends and patterns monitored to ensure the effectiveness of our Anti-bullying strategies. This is reported to Governors on a termly basis via the Pastoral and Safeguarding Committee meetings.
- 4.3.10 In cases where bullying is proven, the Behaviour Management Policy will be followed. In serious cases, strong disciplinary sanctions such as exclusion may apply.

- 4.4 Any potential safeguarding issue must be reported directly to the Designated Safeguarding Lead, who will decide whether it is appropriate to involve local agencies including children's social care and/or the police. A bullying incident must 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. Staff must act strictly in accordance with the School's Safeguarding Children and Child Protection Policy at all times.
- 4.5 However, in exceptional circumstances or if any pupil is in immediate danger, the instruction above does not prevent any member of staff from contacting the police and/or Derbyshire Social Services. Thereafter, the member of staff should report the incident as quickly as possible to the DSL.
- 4.6 In non-safeguarding issues, the Form Tutor or Year Group Head will inform the Deputy Head (Pastoral & Boarding) and an investigation will be conducted in accordance with the school guidelines and disciplinary procedures. This process is likely to involve interviews with a range of pupils (the victim, alleged perpetrator, other members of the peer group and school community, particularly senior pupils), consultation with appropriate staff, and the gathering of any relevant evidence (such as screen-shots or photographs). All cases of bullying whether proven or otherwise will be reported to the Head.
- 4.7 Year Group Heads will lead on communication with parents, who should be advised of the situation as early as possible. Parents will be kept informed throughout the process and the school will work in partnership with the parents. Allegations of bullying are highly emotive for parents on all sides and it is essential to ensure that they are kept well-informed throughout and are able to support their children.
- 4.8 The Year Group Head and Deputy Head (Pastoral & Boarding) will be responsible for ensuring that appropriate records of the incident are maintained. Once the investigation and the disciplinary procedure have been concluded, the Deputy Head (Pastoral & Boarding) will complete a Bullying Log, with a copy being saved in all relevant pupils' files and another copy sent to the Head. This is to ensure that any patterns in bullying behaviour or peer-to-peer issues within the school community can be identified and addressed.

5 Strategies

- 5.1 No two incidents of bullying are identical and it is therefore impossible to specify the exact strategy which will be employed when dealing with negative behaviour. The following, however, represent the variety of strategies which can be used in order to move things forward positively:

For the victim:

- 5.1.1 Offering one to one support with the Form Tutor, Year Group Head, Deputy Head (Pastoral & Boarding), the School counsellor or another member of the Health and Wellbeing team to enable pupils to talk through their experiences and come to terms with these, to help build self-esteem and to restore a sense of well-being.
- 5.1.2 Discussing and developing strategies which might help them become more

assertive, though not aggressive, and therefore more resilient.

- 5.1.3 If appropriate, educating pupils to become aware of their own behaviour so that they can limit the likelihood of similar incidents in the future.
- 5.1.4 Following up with regular meetings for those involved or, indeed, for whole year groups to address general issues.
- 5.1.5 Continued close monitoring of the situation by the Form Tutor and any other appropriate staff and effective liaison with the parents.

For the perpetrator:

- 5.1.6 A formal interview with a member of SMT during which the School's expectations with regard to negative behaviour will be made clear: bullying has no place in the school community.
 - 5.1.7 The offender's parents will be informed.
 - 5.1.8 Sanctions, as detailed in the Behaviour Management Policy, are available to be used. In the most serious of instances, temporary or permanent exclusion will be employed.
 - 5.1.9 Offering counselling to help them understand the negative impact of their poor behaviour and what might have caused such behaviour in the first place, and to educate them as to how to improve their conduct
 - 5.1.10 Developing practical strategies for handling their frustrations and anxieties and finding more positive ways of interacting with their peers.
 - 5.1.11 Continued support for any issues within their school or home lives.
 - 5.1.12 Positive reintegration into their peer group.
 - 5.1.13 Close monitoring of the situation by the Form Tutor and any other relevant staff and effective liaison with the parents
- 5.2 It is important to recognise that the impact of such incidents can be very long-lasting. Relevant staff should be briefed appropriately and remain vigilant with regard to relationships and aware of the need to support all parties in the long term.

6 Mediation and Reconciliation

- 6.1 It may be appropriate to begin the process of rebuilding with a 'no-blame' approach, recognising that in many conflicts responsibility can lie on both sides. In such cases, all parties concerned are encouraged to see the situation from the perspective of each other, thus developing a mature sense of empathy. We strongly believe that by supporting the growth of sophisticated emotional skills, we are more likely to create a sustainable solution to the problem.

- 6.2 In cases where there is a more clear-cut 'offender' and 'victim', the School may also pursue the path of mediation and reconciliation. Such an approach accepts the reality of what has happened, the right of the 'victim' to have something done about it, but also the fact that, in the majority of cases, the 'offender' will be feeling sorry and will value the opportunity to regain the trust and regard of both the 'victim' and the wider community. Schools should be transformational places for all members of their community and we therefore believe that it is right to give pupils second chances and opportunities to show that they are learning and growing as young people. By pursuing a 'restorative' approach to justice, we hope to develop sustainable and long-term improvement in the behaviour of 'offenders' whilst at the same time rebuilding a sense of self-esteem and well-being in the 'victim' by involving them in the process of reparation and giving them the opportunity to forgive.
- 6.3 This approach may be used in the first instance in place of a sanction or, in the case of more serious or repeated instances of negative behaviour, by placing the events in the context of a community predicated on values such as forgiveness, a sense of responsibility for one's own actions and mutual understanding. However, pupils should remain in no doubt that instances of negative behaviour will not be tolerated and in the most serious or repeated instances can result in suspension or exclusion.

7 Promoting the message and raising awareness – what we do

- 7.1 We are wholeheartedly committed to providing positive models of behaviour from staff and pupils alike, as well as spreading strong and consistent messages about positive behaviour. Engendering positive values within the school community and ensuring that the message that bullying is not tolerated at Repton Prep is achieved through a variety of educational channels which include:
- 7.1.1 A strong emphasis on the Repton Prep Code (CARE: Use your **C**ommon sense, **A**im high, **R**espect one another and **E**njoy). This philosophy underpins all that we stand for as a school
 - 7.1.2 Regular talks both informal and formal in the PSHE programme
 - 7.1.3 Informal talks in form time and through assemblies
 - 7.1.4 A dedicated Anti-Bullying week which is guided by the national theme
 - 7.1.5 Weekly Safeguarding emails are sent to all staff and these may contain issues to raise awareness of Bullying.
 - 7.1.6 Notices and/or newsletters are sent to parents on themes such as safe internet use.
 - 7.1.7 The Anti-Bullying questionnaire, completed annually, ensures that Form Tutors are kept up to date with current trends and issues and ensures they are aware of concerns within their form.
 - 7.1.8 The annual Safeguarding update to all staff covers issues of bullying.
 - 7.1.9 Presentations to parents, pupils and staff on appropriate internet use and online safety.

8 What parents can do

The partnership between the school and parents is vital in creating an atmosphere of trust and in tackling unacceptable behaviour particularly bullying. To this end we advise parents to:

- be aware of distress or changes in behaviour or attitude in their children. For day pupils, this may be a reluctance to go to school or, for boarders, to return after a weekend at home.
- take an active interest in their children's social lives, discussing friendships and how free time is spent focusing on positive relationships (asking 'tell me the best thing about your day', 'who did you play with today'? Rather than 'did anything awful happen to you today?' 'Was anyone mean to you today?')
- encourage their children to report bullying immediately whether they be witnesses or victims of negative behaviour.
- share information or concerns openly with staff.
- take advantage of events organised by the School to promote the anti-bullying message or share effective strategies.

9 Other useful sources of information and advice

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Kidscape – www.kidscape.org.uk

Restorative Justice Council – www.restorativejustice.org.uk

Childnet – www.childnet.com

Childline – www.childline.org.uk

Stonewall – www.stonewall.org.uk

Mencap – www.mencap.org.uk

CEOP (Child Exploitation and Online Protection) – www.thinkuknow.co.uk

Children's Commissioner – www.childrenscommissioner.gov.uk

Annex A
Int I - Pupil interview form



REPTON
PREP

REPTON PREP SCHOOL
INCIDENT FORM

Form INT.1

Pupil name:	Form:
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Interviewing Staff	1	2
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<p>Details of incident: <i>days, times, places, others involved, corroborating witnesses, specific incidents</i></p>
Disciplinary outcome:
Parental contact:
Signature DHP:
Date:

Annex B

Bullying report forms

Please ensure that the Anti-Bullying policy has been followed.

All children should be given a copy of the child friendly version of the Anti-Bullying Policy prior to the investigation period.

Copies of all forms should be sent to:

- The Form Tutor
- Year Group Head or Deputy Head Pre-Prep
- Deputy Head (Pastoral & Boarding)
- House Parents and Head of Boarding (Boarders)
- Head

A summary of the incident/s must then be recorded on the school management information system.

Anti-Bullying Form 1

Initial 'Possible Bullying Report' Form

Date reported.....

Reported by..... (Name of Pupil)

Reported to..... (Member of Staff)

Incident Report:

Lined area for the incident report.

Member of staff appointed as mediator:.....

Anti-Bullying Form 2

Bullying Incident Form

INDIVIDUAL MEETINGS

Within ONE WEEK of the reported incident, the mediator will hold **individual** meetings with pupils involved, to gather information.

Name of pupil.....

Date:

Parents informed: yes/no

Anti-Bullying Form 3

Bullying Incident Form

Assuming bullying has been verified as having occurred, the following actions must be taken:

- Parents must be informed as soon as possible
- The Deputy Head (Pastoral & Boarding) should liaise with the Head to decide on any further course of action
- Within two weeks of the reported incident, the mediator will talk to both parties together and agree an appropriate plan of action, to resolve the issue.
- The pupils must sign the agreement

Signature of pupils

Signature of mediator.....

Date.....

Bullying Incident Form

INDIVIDUAL & JOINT MEETINGS

Within ONE MONTH of the reported incident, follow-up meetings will take place to monitor progress and confirm whether the issue has been resolved.

Signature of mediator.....

Date.....

Anti-Bullying Form 6

INCIDENT CLOSURE

Once all concerned parties have agreed that the initial problem has been resolved this form should be completed and affixed to the previous forms. A file of closed incidents is kept by the Deputy Head (Pastoral & Boarding) or the Deputy Head Pre-Prep (dependent on age of pupils) for current pupils.

When a pupil leaves, their files are passed to the School Office for archiving or to any future schools if necessary.

We believe that the problems reported and discussed have now been resolved.

Pupil Names	Date	Signature
Parents	Date spoken to	Mediators Signature

Mediators Signature..... Date.....

Deputy Head (Pastoral & Boarding).....

Date.....

Annex C

Cyberbullying

1. Definition – *Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else'. 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 in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.*

The following policy document has been produced with reference to 'Safe to Learn: Embedding anti-bullying work in schools' produced by the DfE.

Repton Prep is committed to safeguarding and promoting the welfare of pupils in its care.

Cyberbullying is a form of bullying, although there are some particular features which set it alone from bullying. The key differences are:

- **Impact** – The scale and scope of cyberbullying can be greater than other types of bullying
- **Targets and Perpetrators** – The people involved may have a different profile to traditional bullies and their targets.
- **Location** – the 24/7 and anyplace nature of cyberbullying
- **Anonymity** – The person being bullied will not always know who is attacking them.
- **Motivation** – Some pupils may not be aware that what they are doing is bullying
- **Evidence** – unlike other forms of bullying the target of the bullying will have evidence of its occurrence.

2. Procedures to help prevent cyberbullying

The prevention of cyberbullying is the responsibility of the whole school community. The Head of ICT, Head of PSHE, Deputy Head (Pastoral), DSL, Head of Year and Form Tutors play a significant role in ensuring that all pupils understand the associated risks of technology.

As with all aspects of pastoral care, education lies at the heart of our approach. Issues associated with the appropriate use of ICT are discussed both inside and outside the classroom. All pupils follow a structured programme of ICT where pupils are instructed on the responsible use of technology. Each time a pupil logs on to the school network advice is given with regard to the safe usage of email and the internet. Work in ICT is supplemented by the PSHE program including the topic 'cyberbullying' and an annual Anti-Bullying week.

The ICT network policy details all aspects of screening emails and preventing inappropriate use of the internet.

Our aim is also to help parents understand the appropriate use of ICT through regular notices in the newsletter dealing with a particularly relevant topic and an annual talk on online safety given by an outside agency.

Where incidents of cyberbullying do occur they are monitored and recorded in the same way as all other forms of bullying.

3. Support for those being bullied

Cyberbullying is a particularly pernicious 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:

- The sense of invasion of an individual's home and personal space.
- The anonymity (at least initially) of the bully.
- The difficulty in controlling electronically circulated messages.
- The ability to broadcast upsetting messages and images to a potentially huge audience.
- The opportunity for others to become involved in the bullying activity.

4. Support for the Bully

It is important for the bully to be aware of the impact of their actions. The perpetrator will need to be supported in trying to understand the need to change their attitude and behaviour. It is important to recognise that the bully may need emotional support. The bully should be involved in all stages of the process including filling in of initial reports, meeting with the child who is being bullied (where deemed appropriate by the mediator) and follow up meetings

5. Examples of Cyberbullying

These may include but are not restricted to:

- Threats and intimidating messages sent via computers or mobile phones.
- Cyber-stalking – repeatedly sending unwanted texts or instant messages.
- Pupils who set up website pages and invite others to post derogatory comments about a pupil.
- Pupils who set up accounts in another person's name in order to create upset.
- Pupils who film fights or assaults and circulate them via mobile phones.
- Pupils sending, insulting and vicious text messages or messages of a sexual nature.
- Pupils posting fake and/or obscene photographs of the victim on a social networking site.
- Pupils taking indecent images/upsurking and spreading these on social media.

6. Responding to cyberbullying and records

The guiding principles and practices outlined in The Anti-Bullying Policy will underpin our approach when responding to any and all forms of bullying. In addition to this there may be a need to report the incident to the Designated Person for Safeguarding / Child Protection (DSL), the Deputy Head (Pastoral) or the Head.

7. Procedures and Sanctions

All cases of Cyberbullying will be dealt with according to the procedure and guidelines identified in the Anti-bullying policy. If any case of Cyberbullying has taken place outside school but impacts on pupils within the school day this will be dealt with by the school and reasonable steps will be taken to stop such occurrence in line with our Behaviour Management policy. Pupils are also reminded that misconduct of this kind outside school will be subject to school discipline if the welfare of other pupils or the culture or reputation of the school are placed at risk.

Once the person responsible has been identified, steps are taken to ensure they understand and appreciate the impact of their actions. This is particularly important when dealing with examples of cyberbullying, as the bully may not witness directly the effect their behaviour has had on the victim.

In serious cases the Head may consider suspension or indeed permanent exclusion.

Where there are concerns that a criminal act has been committed or that a pupil has been subject to child abuse, the matter may need to be referred to the police and/or children's services.