



# ANTI-BULLYING & ANTI-CYBERBULLYING POLICY

Reviewed January 2023

Next Review Date: January 2024

Related Documents:

Safeguarding and Child Protection, ICT, E-Safety, Social Media, Behaviour, Complaints, PSHE and SMSC and Acceptable Use Policies

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This policy is based on DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 and supporting documents. It also takes into account the DfE statutory guidance [“Keeping Children Safe in Education”](#) 2022. The school has read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

## 1. Policy objectives

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

## 2. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act [2006](#), [2011](#)
- [The Equality Act 2010](#)
- [The Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)

## 3. Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person’s life. It can cause high levels of distress, affecting young people’s well-being, behaviour, academic and social development right through into adulthood.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and **will not** be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a **TELLING** school. This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

## 4. Aims of School as they relate to this Policy:

- to work together as a community to build a happy, secure framework within which all can learn and live in harmony
- to be an organisation that demonstrates in its practice its commitment to equality of opportunity for all
- Ensure satisfactory levels of supervision, particularly in areas where the opportunity for bullying could occur such as toilets, less open areas of the playground and areas of the field at a distance from the building
- Ensure that all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- Ensure that all teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported
- Work through a partnership of parents, staff and pupils, to raise awareness of the issue of bullying.
- Take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Identify and deal with incidents of bullying consistently and effectively

## 5. What Is Bullying?

*Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)*

Bullying generally takes one of four forms:

- **Indirect** - being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- **Physical** - pushing, kicking, hitting, punching, slapping or any form of violence
- **Verbal** - name-calling, teasing, threats, sarcasm
- **Cyber** - All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera and video facilities

Although not an exhaustive list, common examples of bullying include:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

### Signs and Symptoms

Many children and young people do not speak out when being bullied and 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 frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- 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 bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes eating habits (stops or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous/jumpy when a text or email is received

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

## 6. Guidelines for Dealing with Bullying

Given that bullying can take so many forms it is important not to have a stereotypical image of a bully - they are not always boys, they are not always large.

Similarly, it is important to be aware of the children who may be victims. They can be shy or lonely. They can have special educational needs or come from a different racial, ethnic or social group than the majority of children in the school. Children who come from a very protective family environment may be victims. Some children can appear to provoke bullying by their own behaviour towards others. Nonetheless all children are entitled to be protected against bullying.

All members of the school community, teaching and non-teaching staff, parents and children need to know that bullying is totally unacceptable and that any instances will be dealt with.

Children may tell an adult in school or at home that they are being bullied and they should be listened to. However, it is important to be aware that young children do not always tell because they do not have the ability to do so and/or because they are intimidated by the situation.

The most likely areas for bullying to take place in a primary school are the playground and the toilets. Adults supervising children in these areas should be vigilant in ensuring a safe and orderly environment and be alert to identifying children who are isolated or distressed.

## **7. Equal Opportunities and Special Educational Needs**

There is research to suggest that there are gender differences in the way boys and girls either bully or are bullied. Both girls and boys bully others. Children of all social classes and levels of academic ability may bully. Boys may bully as individuals or in a gang. Girls are most likely to bully in a group, often bullying in ways that are difficult to detect, particularly in excluding individuals or groups. As victims, boys are more likely to be physically threatened and girls more likely to be subjected to unpleasant campaigns of rumour and name-calling. A child with a special educational need that is obvious to others may be a target for bullying. The school's practice of not highlighting differences between children is the best support for these children. Particular vigilance is called for where a child's special educational need makes them physically or emotionally vulnerable.

## **8. Strategies for Combating Bullying**

Teachers will use positive teaching strategies across the curriculum to improve relationships and build self-esteem. Sacred Heart's Anti-bullying policy is part of the school's overall concern to promote a healthy environment, good pastoral care and a positive approach to child protection.

### **A Discipline**

The best protection against bullying comes when all parts of the school day and the school environment operate in an orderly and disciplined way. By developing, encouraging and rewarding co-operative behaviour we are working to create an environment where bullying will not thrive.

Reference should be made to the school's policy on Behaviour and Discipline and advice in the Staff Handbook which refers to acceptable and unacceptable sanctions.

### **B Child Protection**

Staff should make reference to updated guidelines on Child Protection and the requirement for them to act on any issues which concern them about a child's welfare and safety.

### **C Acts of Collective Worship**

Within the annual programme for acts of collective worship there are points in the year where the issue of bullying is addressed through role-play and story, namely:

ME - everyone is special	BEING SPECIAL	CHOOSING FRIENDS
HELPING - helping each other	LAUGHING AT AND LAUGHING WITH	PEACE
FORGIVENESS	FRIENDSHIP	TRUTH
RULES FOR LIFE	BEING AFRAID - bullying	DIFFERENCES - outsiders
KEEPING SAFE	TEAM WORK	
CHOOSING FRIENDS	PEACE	

This policy should also be viewed with the context of the school's policies for Relationship and Sex Education (RSE), SMSC, Citizenship and Personal, Social and Health Education (PSHE), all of which support the teaching of positive and proactive strategies for assertiveness and an awareness of the needs of others.

Reference should be made to the school's scheme of work on Religious Education which teaches about a range of cultures and religions and seeks to develop acceptance and tolerance of different beliefs.

## **9. Roles and Responsibilities**

### **9.1 The Role of Governors:**

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **9.2 The Role of the Headteacher:**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support staff) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **9.3 The Role of the Teacher:**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Other support staff report all incidents immediately to the class teachers of all children involved. The class teacher will follow this up.

### **9.4 The Role of Buddies:**

Our Year 6 Buddies are on duty in the playground at break and lunchtimes. These buddies keep a close eye on their Reception buddies. They help children in dispute to negotiate with their peers and reach an agreement. If they suspect incidents of bullying, they will inform the adult on duty.

### **9.5 The Role of Parents:**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents are advised to speak to school staff and allow the staff to deal with any allegations. Parents who approach other parents/carers and themselves intimidate others are not a suitable role model for children and in the longer term may lead to bullying developing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **10. Responding to an Incident**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **10.1 School Guidelines:**

1. If any teaching/non-teaching staff, parents or pupils should suspect bullying, they should immediately report it to the class teacher, Headteacher or Deputy Headteacher
2. The class teacher/nominated teacher or Headteacher will make enquiries about the accusation or observation and investigate the matter thoroughly.
3. Discussion will take place separately and together with the children concerned.
4. The victim and any witnesses will be also asked for their contribution.
5. A record of the interview will be made by the interviewer.
6. If the accusation is proved and the bullying is of sufficiently serious nature, the details must be recorded consistently in the appropriate CPOMS category for effective monitoring of future behaviour.
7. Consultation will take place between the class teacher, nominated teacher and Headteacher as to whether or not the parents of the victim/bully will be informed or requested to attend school to discuss the matter.
8. Appropriate sanctions will be put in place both as a punishment and to in order to reduce the risk of the behaviour recurring.
9. Depending on a decision for point 6 and 7 a meeting will be held with the parent and (2 from 3) of the class teacher, nominated teacher or Headteacher to agree a way forward and results recorded on pupil profiles.
10. Each case will be followed up by a nominated teacher to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour.
11. In order to reduce the possibility of bullying, children will not be left unsupervised unless the situation is totally unavoidable and all accessible areas of the school will be patrolled at break, lunchtime, between lesson and at the end of the day.
12. Should the problem continue, governors, the Trust and outside agencies will become involved and exclusion considered.

### **11. Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects pupils even when they are not on school premises, for example when using school transport or online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

## **12. Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **13. Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **14. Advice and Guidance**

The following points are an important part of a whole school policy which uses all pupils and teachers in its anti-bullying campaign.

- Watch for early signs of distress in pupils as listed in section 3
- Listen carefully and record incidents
- Offer the victim and bully immediate support and help
- Make the unacceptable nature of bullying and the consequences of any repetition clear to the bully and if necessary his/her parents
- Ensure that the playground, toilets, corridors and hidden areas are regularly visited by school staff
- Use all pupils as a positive resource in counter bullying
- A bullied pupil may be supported by another pupil or group of pupils
- Areas in which a bullied pupil is successful can be built upon to increase self-confidence
- Pupils can be used to help shy pupils or newcomers feel accepted and welcome
- Follow up each occurrence to ensure that the victim is given as much support as possible
- Make it clear to the parents of both victims and bullies the action that is being taken, why it is being taken and what they can do to reinforce and support your actions

- Opportunities need to be provided for groups to discuss bullying in role play situations in order to learn strategies for coping with bullies
- The bully/bullies should be told what it is that makes his/her/their behaviour unacceptable, counselled and supported in order to reverse the behaviour

## 15. Support

### 15.1 Supporting pupils

- Pupils who have been bullied will be supported by:
  - Reassuring the pupil and providing continuous support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- Pupils who have perpetrated the bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service providers.
  - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

### 15.2 Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- Adults (staff and parents) who have been bullied or affected will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults (staff and parents) who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

## 16. Monitoring and Evaluation

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's CPOMS logs and by discussion with the headteacher. Governors may analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## Anti Cyberbullying Policy

### 1. Rationale

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post intimate personal news in blogs (online interactive diaries e.g Facebook), send text messages and images via mobile phones, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards, and seek out new friends in teen community sites. While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

### 2. Definition

*“Cyber bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person or group using the Internet, interactive and digital technologies or mobile phones.”*  
[www.stopcyberbullying.org](http://www.stopcyberbullying.org)

### 3. What is Cyberbullying?

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

### 4. The Law with Cyberbullying



Bullying is not a specific criminal offence but there are laws that can apply to cyberbullying in terms of harassing, menacing and threatening communications. Cyberbullying could be a criminal offence under a number of laws including; the Protection from Harassment Act 1997, the Malicious Communications Act 1988, Communications Act 2003 (s127), Public Order Act 1986, and the Obscene Publications Act 1959. When cyberbullying takes the form of computer hacking then criminal penalties under the Computer Misuse Act 1990 may apply. The Defamation Acts of 1952 and 1996 also deal with material published on the internet.

## 5. Policy

Sacred Heart is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

## 6. Procedure

The whole school community at Sacred Heart have the responsibility to ensure that:

- all forms of cyberbullying are not tolerated
- everyone is aware of cyberbullying and are able to identify and look for signs of occurrence
- users are aware of the consequences of cyberbullying
- code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- the appropriate programs in tutorials are implemented.
- all cases of cyber bullying are reported to the child protection team and responded to promptly
- there is supervision of technology that is effective for monitoring and deterring cyber bullying

Students at Sacred Heart have a responsibility to ensure that they:

- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised unless part of a school curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not use any form of social media to hurt, humiliate or impersonate students or staff or bring the name of the school and its members into disrepute
- do not disseminate inappropriate information through digital media or other means
- advise anyone being victimised by cyberbullying to talk to an adult
- offer to speak to an adult on behalf of the student who is being victimised by cyberbullying

The school's Anti-Cyberbullying policy sits in conjunction with our Anti-Bullying policy and actions that the school will take are the same procedures.

The school requests that parents/carers:

- enforce social networking guidance/age limits with their children
- regularly check their children's internet use
- enforce age appropriate computer games

## 7. Responding to an incident

Note: Schools should ensure they access the [Childnet Cyberbullying guidance](#)

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - ♣ looking at use of the school systems;
  - ♣ identifying and interviewing possible witnesses;
  - ♣ contacting the service provider and the police, if necessary.

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - ♣ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - ♣ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - ♣ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - ♣ advising those targeted not to retaliate or reply;
  - ♣ providing advice on blocking or removing people from contact lists;
  - ♣ helping those involved to think carefully about what private information they may have in the public domain.

## **7. Monitoring and Review, Policy into Practice**

This policy will be monitored and reviewed by student surveys on how 'safe' they feel and their awareness of how to deal/report incidents of bullying, analysis of the incidents relating to bullying via exclusion, inclusion and other school sanctions and through parental complaints. The named safeguarding governor will report on a regular basis to the Governing Body on incidents of bullying and outcomes. This information will also be included in the termly Heads reports to governors. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning.