

ANTI-BULLYING & ANTI-CYBERBULLYING POLICY

Reviewed: October 2024

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Statutory Policy: Recommended

Required on Website: No

Related Documents: Behaviour Policy, Safeguarding & Child Protection Policy, Online Safety and, Acceptable Use Policy, Equalities Policy, RSHE/PSHE Policy, Complaints Policy



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](#). 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](#) and the [Public Order Act 1986](#)

3. Introduction

We aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

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 and how does it differ from relational conflict?

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)

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs from bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

6. What Does Bullying Behaviour Look Like?

We consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying generally takes one of four forms:

- **Physical** - pushing, kicking, hitting, punching, slapping or any form of violence
- **Verbal** - name-calling, teasing, threats, sarcasm, spreading rumours, belittling
- **Emotional** - isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/Cyber** - posting on social media, sharing photos, sending nasty messages, social exclusion etc.
- **Indirect** - can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice Related** - derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

7. Where Does Bullying Take Place?

We understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

8. 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/stuttering
- 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.

9. How to Report Bullying Concerns

We want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

9.1. Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's Safeguard recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. **Our school has a worry box/monsters in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.**

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

9.2. Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via Weduc) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

9.3. School Staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

9.4. Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on tCPOMS and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

10. How Our School Will Respond To Reports Of Bullying

All reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on CPOMS. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, School Nurses, Local Authority etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the appropriate services

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

11. Strategies for Preventing Bullying

We are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

Teachers will also 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.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Year 6 Buddies – peer-mentoring scheme
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- Acts of Collective Worship
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Nurture Play / Lego therapy / counselling for identified students

- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

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 Policy, which refers to acceptable and unacceptable sanctions.

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.

12. Roles and Responsibilities

12.1 The Role of Governors:

The governing body supports the Headteacher 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 Headteacher 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 Headteacher 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. Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

11. 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.

Appendix 1: 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

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
- Access the [DfE's Advice for Parents and Carers on Cyberbullying](#)

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.