



HAZLEGROVE

ANTI BULLYING POLICY

This is a whole school policy including EYFS

INTRODUCTION

At Hazlegrove staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. The seriousness of bullying is not taken lightly. Research has shown time and time again that the extent of bullying in schools is greatly underestimated and can lead to serious psychological damage.

Staff are made aware of how to take action to reduce bullying at times and in places that it is most likely to occur. There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation. If a child is bullied, they are suitably supported and pupils who may bully are also given suitable help and guidance, as outlined in the policy below.

This policy is available to parents, staff and boarders and is written in accordance with the DfE advice 'Preventing and Tackling Bullying' (July 2017).

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and report their concerns to the local authority children's social care and work with them to take appropriate action. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Hazlegrove School recognises that it is our responsibility to:

- be aware of all methods of Cyberbullying.
- educate our pupils in how to avoid Cyberbullying situations.
- encourage pupils to take appropriate action and know to whom they can approach.

Hazlegrove School recognises the additional opportunities that electronic technologies present to those with a mind to bully and that ALL electronic means of bullying are unacceptable

Where the matter of bullying is covered, all aspects of cyberbullying are to be addressed.

AIMS

The aims of our anti-bullying practice are summed up in our Anti-Bullying code.

Anti-Bullying Code

- Every pupil at Hazlegrove has the right to learn and play in a school free from harassment, intimidation and fear.
- Our school community will not tolerate any unkind actions or remarks; even if these were not intended to hurt.
- Any (repetitive) unkind comments or actions will be called bullying. Pupils should support each other by reporting all instances of bullying.
- Bullying will be dealt with seriously.

It is important to distinguish between a one-off comment and what has become bullying. This policy, therefore, largely concerns itself with persistent bullying rather than the occasional breach of good manners. However, even in minor situations children should be reprimanded so that no example of unkind behaviour towards another goes unchecked.

A consistent approach must be used when dealing with instances of bullying. Any reaction to unpleasant incidents must be immediate and even minor incidents should not be ignored.

DEFINITIONS

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully’. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

It can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted, in care or has caring responsibilities. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences. Bullying can take many forms:

- Emotional-excluding, tormenting e.g. hiding book bags or removal of other items.
- Physical-hitting, punching, tripping.
- Racist-racial taunts or gestures.
- Sexual/Sexist-unwanted physical contact or sexually abusive comments.

- Homophobic-focusing on the issue of sexuality.
- Religious-taunts, name calling or prejudice regarding religious belief.
- Cultural-exclusion, verbal or physical harassment.
- SEND-Taunts, exclusion, rumour spreading (some learners with SEN and other disabilities are less likely to recognise and report such behaviour and so may need help to do this).
- Verbal-name-calling, rumour-spreading, excessive teasing.
- Cyber-through social websites, mobile phones, text messages, photographs and email or Sexting.

Bullying is regarded as a repetitive occurrence of any of the acts mentioned above. With respect to Child on Child abuse, any abuse should never be tolerated or passed as mere ‘banter’ or ‘having a laugh’ and this is taken very seriously at Hazlegrove.

Reports show that children with SEN and disabilities are more likely to experience bullying than their peers. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perceptions of difference.
- Find it more difficult to resist bullies.
- Be more isolated, not have many friends.
- Not understand that what is happening is bullying.
- Have difficulties telling people about bullying.

Staff should be particularly vigilant and sensitive when the victim is a pupil with SEN or a disability. However, it is important to recognise that all children are potentially vulnerable to bullying and those learners with SEN and disabilities may be bullied for a range of other reasons too.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they should seek assistance from the police following consultation with the Deputy Head and/or Designated Safeguarding Lead. School staff members have the power to discipline pupils for involvement in bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. See DfE ‘Behaviour and discipline in schools’ for further guidance.

SIGNS OF BULLYING

Staff and parents are advised to be aware of the following:

- Unwillingness to come to school/feeling so anxious that they truant from school.
- Withdrawn, isolated behaviour/becoming depressed-they actually become ill.
- Complaining about missing possessions.
- Refusal to talk about the problem/experience low self esteem.

- Being easily distressed or feeling unwell/experiencing physical complaints, like constant stomach aches and headaches, which are brought on by stress.
- Damaged or incomplete work.

Staff use their knowledge of the pupils to identify changes in behaviour that might indicate bullying and act accordingly.

STRATEGY FOR DEALING WITH BULLYING

- All incidents or suspected incidents of bullying are dealt with individually and immediately regardless of where they have taken place.
- If a child feels that they are being bullied it is sufficient evidence to treat the case as prima facie bullying and to initiate investigations into such claims.
- We adopt a 'No Blame' approach where actions may be unacceptable but people are not.
- In order for bullying, including cyber-bullying and bullying outside the school to be easily reported all staff are reminded of the threshold for reporting bullying issues to an external agency (such as the Police or Children's Social Services), and the need to keep records to evaluate the effectiveness of this approach or to enable patterns to be identified.
- A bullying incident should be treated as a Child Protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

In serious cases of bullying the Deputy Head must always be involved and s/he will ensure that the Head is kept fully apprised of the situation.

Openness of discussion and confrontation of bullying behaviour is vital to the management of Anti-Bullying in school. Children are taught about the relationships they have with other people and to care for each other. They are taught that bullying is not acceptable and will be dealt with. They also learn about the difference between systematic bullying and one-off arguments or incidents. It is very easy for children to interpret everything as "bullying" and in an attempt not to overlook anything, it can be possible for staff to inadvertently escalate a situation. It is, however, always essential to take the child seriously.

Occasions when bullying issues should be discussed are:

- Assemblies.
- Specific Anti-Bullying Assemblies and Speakers.
- Anti-Bullying Awareness Week
- Tutor periods.
- PSHE lessons.
- Circle Time.
- RE lessons.
- Drama and role-play lessons (drama can be a powerful vehicle to enable children to become more assertive and teach strategies for dealing with bullies.
- ICT lessons covering cyberbullying and e-safety.
- Non-teaching adults are available to listen to and support pupils where necessary i.e. Matron, Nurse, Gaps.
- Whenever the occasion demands.

All these opportunities to focus on bullying and the strategies that they can present contribute to building pupils' resilience in order that they might better protect themselves and others, promote and understand the differences between people, and avoid prejudice-based language.

The following is a guide for staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies may very well be victims too – that is often why they bully. At ANY stage it may be appropriate/deemed necessary to inform and consult with parents of both parties about ongoing management of the incident. Early communication is favourable in order to keep parents apprised of any developing situations. Ensure that you label the behaviour and not the child.

If a child reports alleged bullying to a member of staff:

- The member of staff investigates by questioning the child in a sympathetic way. Allocate sufficient time to listen. Take the incident seriously and reassure them. Take steps to make sure they feel safe (particularly the victim and others who may have observed the incident).
- The complaint should be logged as a concern on My Concern. Subsequent triaging in the Prep School by the Deputy Head and in the Pre-Prep by the Head of Key Stage 1 or the Head of EYFS will ensure that all relevant parties are aware of the situation. This will include the Head of Section, Head of Boarding, Houseparents, if this is appropriate, and Tutor.
- The member of staff informs the tutor or form teacher of the child of what has been reported and then logs the action onto My Concern. If a 'Worry Sheet' has been handed in this should be given to the Tutor. The Tutor retains the Worry Sheet original. A copy should be uploaded onto My Concern. Entries on My Concern will form part of a permanent record. My Concern will be used as a source of reference so clear, factual reporting is important.
- The tutor of a bullied child should discuss the situation separately with the child and with the tutor of the alleged bully. Find out all the facts. Normally, this will be done by speaking to both the victim and the perpetrator, include witnesses if available, separately and as soon after the event as possible. Consult the victim about how the incident should be dealt with as far as is appropriate. (Informed choice is an essential part of any restorative input involving the young person responsible). It may be appropriate to request written accounts from those involved. Any outcome should be discussed with the Head of Section. In this discussion, however brief, it may be that there will be no further action. My Concern should be used to document all outcomes.
- If Tutors or the Heads of Section consider that bullying did take place, the respective tutors/teachers should try to resolve any conflict in a reasonable and sympathetic way, and seek to ensure that the future conduct of the bully (and possibly the bullied) does not cause further conflict. Detail on action taken should be recorded on My Concern.
- The parents of both parties MUST be contacted if bullying is found to have occurred. The Head, Deputy Head or Head of Section may make this contact depending on the severity of the situation. Details of all communications with parents should be recorded on My Concern to ensure clarity for those involved.

- If it is considered that bullying did not take place, the tutor of the “bullied” child should try to find out why such an allegation was made.
- After an incident has been investigated and dealt with the situation will be monitored by the Deputy Head, Head of Section and Tutor to ensure that repeated Bullying does not occur. Tutors should follow the situation up with their tutees after a few days and subsequently (probably a couple of weeks) to monitor progress. This will be noted in My Concern. Staff may refer to this file at any time.
- It may be appropriate to raise concerns through the Deputy Head for certain pupils at the weekly staff briefing if any further comment is required.

Careful documentation at each stage is important so that an accurate record of events surrounding any incident of bullying can be kept. Each case should be reviewed carefully. This allows for an evaluation of the effectiveness of the approach adopted so that any patterns or trends can be identified.

Although incidents are dealt with in a highly confidential manner to avoid the labelling of children by other staff and pupils Staff must NOT promise confidentiality and no assurance of anonymity should be given to the child making an allegation.

If appropriate a sanction will be imposed that is commensurate with the seriousness of the incident. This will be in accordance with the school’s Behaviour and Discipline Policy. Sanctions may take the form of a lunchtime Detention, Deputy Head’s Detention or in more serious circumstances, Exclusion. Those involved may be seen by the Deputy Head or the Head depending on the severity of the incident.

The bully or bullies are expected to show remorse and explain their actions. It is important that an apology is obtained following an investigation so that the situation can be brought to a satisfactory conclusion and so that those involved understand the consequences of their actions.

A full record of events and outcomes is kept on My Concern for each party involved and parents are made aware of any sanctions imposed and of any subsequent interviews with the children The Deputy Head and the Heads of Section will advise and support tutors with any investigation where required. Often it is appropriate to bring the pupils together to discuss the way forward in a ‘restorative justice’ approach which allows both parties to express their feelings in a safe environment. If necessary, a serious incident involving physical violence can be “fast-tracked” by the member of staff who discovers it to the Deputy Head (although documentation should still be completed). Parents should also be informed of their child’s unacceptable behaviour

A resume of incidents/pupils dealt with during the course of the half term will be discussed at a staff meeting to ensure that the appropriate follow-ups have taken place.

HOW SHOULD THE CHILDREN DEAL WITH BULLYING?

They should not retaliate

They should tell someone, anyone, but ideally someone who can do something about it. If they prefer they can fill in a Worry Sheet available in their tutor rooms and hand it in to their tutor or any

member of staff.

They should not tolerate other children who are bullies and the school encourages all children to become “active bystanders”

They should learn strategies to avoid being “picked on” or victimised.

HOW DO BULLIES STOP BEING BULLIES?

They should be made aware of their effect on other children, and be taught to avoid such behaviour. The hurt that they cause others should be explained to them. This is taught from the early years in PSHE.

They should be shown that such behaviour is unacceptable.

Their own problems and the reasons for bullying should be considered and dealt with by the staff and their parents. Staff should try to build up the child’s self esteem and discover what it is that is making them feel “insecure”.

They should learn that all children are individuals, and they can’t like everyone but have to learn to accept others.

PREVENTING BULLYING

Children need to feel safe from bullies

As a school we must:

- Encourage a responsibility in children for their own safety.
- Develop an atmosphere of trust and respect, in which there is a listening and supportive adult and time to talk. If a child is taken seriously they will believe in the system.
- Be vigilant in monitoring and supervising children.
- Discourage aggressive play.

The anti-bullying issues are raised at Inset meetings, Staff Briefings and Duty Team meetings with staff and staff are made aware of times and places where it is likely to occur. This is particularly relevant to Duty Teams as they patrol the school.

If in doubt, speak to the Deputy Head. Further information may be found in the Department for Education Safe to Learn anti-bullying guidance and DFE Preventing and Tackling bullying document which provides good advice on how to deal effectively with bullying.

Parental responsibility

The school makes every effort to ensure that parents feel confident that all complaints relating to bullying are taken seriously and that issues are resolved in a way that protects the child. Parents are

encouraged to reinforce the value of good behaviour with particular emphasis on positive relationships with peers. If a parent suspects their child is bullying others or is a victim of bullying they should:

- Stay calm.
- Contact the school arranging to meet with the Head of Section, Tutor or Deputy Head.
- Remember that there are two sides to every story.
- Trust that the school will follow protocol as laid down in this policy for incidents of this nature.
- Be re-assured that incidents are followed up and that the situation will be subject to continual review until a satisfactory conclusion has been drawn.
- Expect to be informed regularly of progress made and any sanctions to be given.
- Work with the school. Parental support is crucial to the effectiveness of our anti-bullying strategy.

Parents have a role in preventing bullying. They can:

- Encourage cooperative behaviours such as helping, sharing, and problem-solving to stop more aggressive behaviours before they become habitual and perhaps lead to bullying of others.
- Be aware of interactions between your child and others and develop clear rules and expectations about how children should treat others.
- Set a good example. Model how to treat others with kindness and respect.
- Intervene to stop unsafe or disrespectful behaviour.
- Talk about bullying. Talking with children about bullying helps them understand what it is, why it is harmful, and how to respond.
- Encourage children to speak up if they are bullied or witness others being bullied.

CYBER BULLYING

Pupils are aware of and use internet sites to communicate with each other. This is not permitted at school and filters have been put in place to prohibit this. The school takes its responsibility to educate parents about the use of internet seriously and encourages them to be vigilant and aware of what sites their children are visiting. Pupils who use email at school to bully will be dealt with as laid out in the policy above. (See appendix A).

POINTS WORTH REMEMBERING:

Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.

Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school, depending on the perceived severity of the incident(s). Reference should be made to the Behaviour and Discipline Policy.

Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure no repetition. Unlike our day pupils our boarders are unable to go home and escape their bullies. Careful, sensitive management and support will be needed.

As the behaviour of the bully improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying and the identities of bullies, at Hazlegrove we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Prefects or Monitors can be a child's first contact point, if they feel they cannot tell an adult. Prefects meet regularly with the Deputy Head to feedback any concerns that they may have for individuals or groups.
- The Childline telephone number is displayed clearly in school as is a local helpline with the option for an independent listener.

Staff Training

In order to raise awareness in identifying and dealing with bullying, staff are trained so that the principles of the school policy are understood, legal responsibilities are known and action is defined to resolve and prevent problems. Sources of support are available; where appropriate, the school invests in specialised skills to understand the needs of their pupils including those with special educational needs or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils.

Where to get help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

- Anti-Bullying Alliance.
- Bullying UK.
- The Children's Commissioner.
- Childline.
- The Diana Award.
- Internet Matters.
- Kidscape.
- The UK Safer Internet Centre.
- UK Council for Child Internet Safety (UKCCIS).

SAFEGUARDING AND ICT

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school, at home or in an Internet café. Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Safeguarding pupils in both the real and virtual world is everyone's responsibility and all staff should be aware of this policy and how to respond to e-safety incidents.

All pupils should be made aware of the school's acceptable user policy and what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, breaching their right to privacy, poses a serious threat to physical and emotional safety, and may have legal consequences.

PROCEDURES FOR DEALING WITH INAPPROPRIATE/ILLEGAL INTERNET ACCESS OR MATERIAL

If staff or pupils discover unsuitable websites, this should be immediately reported to the Designated Safeguarding Lead who in liaison with the ICT Co-ordinator for the school will consider a referral to the Internet Watch Foundation (IWF) and the Police. Illegal material within the school's network is a very serious situation and must always be reported to the Police. Our school ensures processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Any incident that involves inappropriate adult access to legal material on the school premises will be dealt with by the school's disciplinary policy. Although routinely this appendix relates to staff and pupils, the same expectations are made of visitors to the school accessing the school systems as guests.

What to do in the event of discovery of illegal material

- Seek immediate and specific advice from the Designated Safeguarding Lead who will consult with the ICT co-ordinator, the Head and the Police.
- Prevent any further physical access to the device until the correct advice is gained.
- Unless absolutely necessary, DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.
- Consider if it is necessary to prevent remote access to the device.
- If you believe that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from taking place.

- If the PC is already turned off and it is no longer realistically possible to prevent further physical access to the device (i.e. lack of supervision, high levels of access or an unoccupied location) disconnect the power at the base unit (not the wall) and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the ICT co-ordinator, network manager or Head attempt to conduct an investigation of their own or bring in an outside expert to do so as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself. For further guidance please refer to our ICT & E-Safety Policy.

COMBATING CYBER-BULLYING

Our approach to Cyberbullying uses the advice given in 'Cyberbullying: Advice for headteachers and school staff (2014)'. Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to 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.

Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' — better termed 'accessories' in this context — who actively support cyber-bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

Impact — the scale and scope of cyber-bullying can be greater than other forms of bullying.

Targets and perpetrators — the people involved may have a different profile to traditional bullies and their targets.

Location — the 24/7 and any-place nature of cyber-bullying.

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.

Prevention

We seek to instil values in all members of the School, which should, ideally, preclude all bullying. These are reinforced by a PSHE programme which requires tutors at all levels of the School to spend time talking to their groups about cyber-bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. We hope these values underpin ordinary curricular lessons too.

It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

Process for investigating incidents of Cyberbullying:

- Information is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff.
As for other types of bullying, staff MUST ensure that all communications, conversations and findings are evidenced with an entry on My Concern. This should happen at every stage of an investigation with actions taken detailed in the entry.
- Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, we do not adopt a 'no blame' position.
- If a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly.
- Depending on the nature of the allegation, the case will be taken up either by the Tutor, House staff, Head of Section, Deputy Head, Designated Safeguarding Lead or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff and/or the Police.

- Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied. (No revenge/stirring up support among friends, no taking the law into their own hands).
- Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such interview. This will enable a record to be kept of the interview, and what is said, to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on file with cross referencing where appropriate.
- Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made about visits to the Medical Centre and counselling for everyone involved.
- At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of “informers” and pupils other than the son or daughter of the parent will not be disclosed.

SANCTIONS

In practice, the sanctions applied range from a verbal warning or a ban on use of the School’s computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil’s previous record with reference to bullying / cyber-bullying.

The aim of sanctions is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour.
- Demonstrate to the school community that cyber-bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.
- When cyber-bullying is investigated, reference will be made to the Acceptable Use Policy (AUP). Technology-specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting Internet access for a period of time or removing the right to use a mobile device in school (although issues of child safety will be considered in relation to the latter).
- Cyber-bullying will have an impact on the education and wellbeing of the person being bullied, and the physical location of the bully at the time of their action is irrelevant in this. Schools now have broad new powers to discipline and regulate the behaviour of pupils, even when they are off the school site. These are set out in the Education and Inspections Act 2006. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school are placed at risk.

ANTI-CYBERBULLYING CODE: ADVICE TO PUPILS

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone/device, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo?

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

7. Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

Tell an adult you trust who can help you to report it to the right place or call a helpline like ChildLine on 0800 1111 in confidence.

Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.

Tell your school. Your Tutor, Houseparents or any member of staff will support you and can ensure that action is taken against the person bullying you.

Finally, don't just stand there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?