

NP4.1 Anti-Bullying Policy

This policy applies to the whole school including EYFS at Newton Prep

Executive Summary

At Newton Prep we aim to create an environment of mutual respect, tolerance and kindness. In line with our Golden Rules and Core Values, we share a clear and consistent message that bullying is not tolerated in any part of the School. We recognise that communication online forms an integral part of the pupils' learning, and we work hard to teach our pupils to use online communication responsibly.

The key aims of the school's anti-bullying strategies and intervention systems are to:

- ensure that every pupil is aware of the School's expectations with regard to the Golden Rules in the Lower School and the Core Values in the Upper School
- ensure that every pupil understands that bullying is not tolerated at Newton Prep
- ensure that every pupil knows how to report bullying and feels safe to do so
- ensure that every member of staff and volunteer knows the procedures to follow if bullying is suspected
- ensure that all members of the school community, including parents, are aware that the school does not tolerate bullying and are aware of the procedures to follow if they suspect a pupil is being bullied.

This document should be read in conjunction with the following policies and documents:

Preventing and Tackling Bullying (July 2017)

Cyberbullying: Advice for headteachers and school staff - GOV.UK (2014)

Cyberbullying Guidance- Childnet

E-Safety Policy (inc. Acceptable Use Agreements))

Behaviour Policy

Exclusion and Required Removal Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disabilities (SEND) Policy

Equality, Diversity and Inclusion Policy

Equality Act 2010

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Introduction

At Newton Prep, our community is based upon kindness, respect and tolerance and we aim to promote the well-being of every child. In the Upper School, a clear set of values were created with suggestions made by the Upper School pupils and staff. These values are integral to the very core of our school ethos (see Appendix C). In Lower School, the Golden Rules form the basis of relationships which are based on mutual respect (Appendix D). Bullying is treated with the utmost seriousness. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. We expect our pupils to treat members of staff and each other with courtesy, respect and co-operation so that they can learn in a relaxed, yet orderly, atmosphere.

Newton Prep takes the notions of respect and mutual tolerance very seriously. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. Some pupils require additional support and help. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that the staff, pupils and parents have consistent expectations of behaviour, and that they cooperate closely together.

Definition of Bullying

We believe that bullying is behaviour that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email.) Bullying behaviour may refer to a single incident or to behaviour that is ‘repeated over time.’

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. *Anyone* who suspects or knows that bullying is happening is expected to tell a member of staff.

Objectives

- To ensure that all members of the school community are aware that bullying is not accepted at Newton Prep and are aware of the school’s policy and procedures with regard to bullying
- To raise awareness amongst all members of the school community with regard to recognising bullying
- To ensure that all pupils, staff, volunteers and parents are aware of the school’s expectations regarding behaviour with clear sanctions for bullying
- To ensure that all pupils are fully aware of the school’s expectations with regard to the Golden Rules in Lower School and the Core Values in Upper School
- To create an open ethos to ensure that all pupils know they should tell an adult if they are being bullied or if they suspect another pupil is being bullied
- To help equip pupils with the skills and knowledge required to stay safe online and to share concerns about any form of bullying with a responsible adult

- To ensure that staff are aware that there are various forms of bullying, and that all forms of bullying should be handled in line with school policy and procedures
- To ensure that every case of bullying is treated seriously, and that clear records are maintained on all cases of bullying or suspected bullying

Strategies

- The members of staff responsible for overseeing anti-bullying arrangements at Newton Prep are Wendy Smith, Deputy Head- Lower School (and Designated Safeguarding Lead), Peter Archdale, Deputy Head Years 3-5 (and Designated Safeguarding Lead) and Sarah Hales, Deputy Head Years 6-8.
- We train our staff regularly through staff meetings and through inviting speakers into school.
- We educate our pupils to be tolerant and respectful to others. PSHE sessions, other curriculum lessons and assemblies encourage open discussions about similarities and differences, and the importance of avoiding prejudice-based language.
- We educate our pupils so that they know what to do if they are a victim of bullying or if they suspect bullying, and what to do if they find themselves as bystanders. All pupils are taught through Computing and PSHE lessons about how to stay safe online and how to report anything which concerns them.
- We make parents aware of our commitment to anti-bullying.
- [Preventing and Tackling Bullying Guidance \(2017\)](#) allows staff to deal with bullying outside school premises in that teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. Where bullying outside school is reported to school staff, it is investigated and acted on, using the procedures below, where the alleged bully is a pupil at Newton Prep and with regard to the School’s duty to understand matters relevant to contextual safeguarding. The Head should consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.
- We maintain careful records with regard to behaviour, including bullying. These records are shared appropriately and sanctions are made that are age-appropriate and proportionate to the seriousness of the incident or situation. They are also intended to convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). These records include our pastoral notes on CPOMS and our Bullying and Serious Misbehaviour Log. This log records all bullying and alleged bullying incidents and distinguishes the type of bullying recorded (including bullying based on **protected characteristics**.) The log is reviewed regularly by the Senior Leadership team to identify patterns and evaluate our systems and procedures.

Staff Support for Pupils

We have a responsibility to support the development and well-being of every pupil in our care. It is essential that the School’s ethos is positive and supportive, as the behaviour and attitudes of the adults in our School can influence those of our pupils. Staff should always act if they suspect bullying,

they should listen carefully and make notes (if appropriate), they should not jump to conclusions and they should ensure that a pupil who has been bullied is supported.

The Deputy Heads (with the Head) will always ensure that sanctions are proportionate to the situation. Both the victim and the perpetrator will be supported. It is important that all pupils are supported, and that the pupil who has bullied is given support to understand the harm caused by his or her behaviour, why it was unacceptable and how to make better choices / change this behaviour for the future. External agencies may be approached to support either pupil (the victim or the perpetrator) as required and as appropriate.

Staff are regularly trained in Bullying Awareness. Sources of support are displayed in the staffroom on the Safeguarding noticeboard (including contact details for Childline/NSPCC). This training includes a review of the School's relevant policies and procedures, including the principles of the school policy, legal responsibilities and action to be taken, as well as sources for support. The aim of the training is to ensure that the principles of the School policy are understood, legal responsibilities are known, action is defined to prevent and resolve problems, and sources of support are available. Training for staff, parents and pupils, is specific to the needs of the pupils at Newton Prep. As a school we review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects this policy and the practice of the school. Where specific training needs are identified we ensure that members of staff have access to the advice, training and development opportunities appropriate to their needs. Every member of staff is trained on how to respond to allegations of bullying as part of their induction training. Our Parent Guide informs parents of the availability of a number of policies on our school website, including this policy.

The Deputy Head-Lower School, the Deputy Head Years 3-5 and the Deputy Head Years 6-8 monitor the school environment, staff supervision patterns, key times and key locations to identify times and areas where bullying might occur; and work with pupils to establish when and where those times and locations are. Staff are always on duty at times when pupils are not in class and patrol the school site. They are trained to be alert to inappropriate language or behaviour. All reported incidents are recorded and investigated at once. We always monitor reported incidents. We have a strong and experienced pastoral team of Form Teachers and Heads of Year who are alert to the possible signs of bullying and who support the Deputies in handling any incidents as an immediate priority. Our pastoral teams give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and perpetrators. External support agencies such as counsellors may be introduced as requested or when considered advisable.

By what we say to our forms, groups and classes, we ensure that it is made clear to all pupils that:

- We will not tolerate bullying
- We will support victims of bullying immediately
- We will listen to all evidence surrounding an incident

Where bullying has taken place, it is essential that staff never assume a case is closed and should always closely monitor pupil behaviour afterwards.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Emotional abuse may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

Banter

A common excuse for bullying is passing it off as 'banter'. Banter is only acceptable when the feeling of playfulness is mutual between the victim and the aggressor. Banter is to be regarded as bullying if students are repeatedly 'joking' with an individual, who is not included in the joke. If the victim is repeatedly feeling under attack and inferior, this is bullying and it needs to be stopped.

Downplaying certain behaviours as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Support and Education - Pupils

Pupils are educated throughout the year that bullying is not accepted at Newton Prep. In order to prevent bullying we use age-appropriate assemblies and workshops to explain the school policy on bullying, especially during Anti-Bullying Week. Our PSHE (and PSED for EYFS) programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. Our pupils helped to create our Core Values, which promote tolerance and respect. Our PSHE programme is structured to enforce the message about community involvement and taking care of each other by developing social skills. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied. It also informs pupils and staff of the importance of avoiding prejudice-based language. Other lessons, particularly PE (PD/Circle Time for EYFS), RS, TPR, English (CLL for EYFS) and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable. We also use projects, displays, drama, stories, literature and discussions relating to differences between people and the importance of avoiding prejudice-based language to support our anti-bullying teaching. We teach pupils to build resilience in order to protect themselves and their peers. This is carried out through PSHE lessons and assemblies, as well as through on-going dialogue between teachers and pupils. The acceptable use of IT and cyber-bullying is explicitly taught within the Computing curriculum.

The school promotes an environment of good behaviour and respect, and takes every opportunity to celebrate success such as through Celebration Assemblies, the House System (Housepoints given for positive behaviour as well as for good academic work), and through Stars of the Week (Lower School) and for effort (see Behaviour Policy). Staff, parents and older pupils are expected to set an example to younger pupils. Lower School Captains in Year 8 regularly engage with Lower School pupils where they demonstrate good behaviour and respect. Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. All our pupils are expected to tell a member of the teaching or pastoral staff at once if they suspect that bullying is taking place. We encourage pupils to be vigilant regarding bullying and work with older pupils who are encouraged to offer advice and support to younger pupils.

Our Upper School and Lower School Pupil Councils are always keen to discuss ways to help their peers. Their ideas are heard and their recommendations are often acted upon.

Pupils with SEND

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Our policies and procedures reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Staff are asked to familiarise themselves with the SEND policy and note that pupils with SEND may be perceived as being 'different', and therefore may be an easy target for bullying. SEND pupils may not realise that they were/are actually being bullied and therefore incidents may go unreported. Pupils with SEND may be more isolated as a result of having fewer friends than other peers. Staff are asked to keep a special eye on pupils with SEND for these reasons and to report any concerns that they may have about those pupils immediately, in line with this policy. Extra pastoral support should be considered for children with SEND.

Partnership with Parents

We make parents aware of our commitment to anti-bullying by sharing information in our Parent Guide, our Acceptable User Agreements and also by inviting them to workshops and seminars. At Newton Prep, we have created an environment of good behaviour and respect. We offer parents opportunities to discuss any concerns with us. Parents are encouraged to email class teachers with any concerns, or to speak with them in person. Any concerns raised will always be treated seriously.

Prejudice-based Bullying

The headings of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity are known as **protected characteristics**. All members of the School community should be protected from discrimination or any bullying that is motivated by prejudice against particular groups. Bullying on the basis of **protected characteristics** is taken seriously by all staff. We distinguish this form of bullying in our Bullying and Serious Misbehaviour Log.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Our strategies for dealing with cyber-bullying are based on information in Cyberbullying: Advice for headteachers and school staff - GOV.UK (2014).

Our Head of Computing (Owen Dobbins), along with our Designated Safeguarding Leads (Wendy Smith and Peter Archdale), the IT Technicians and the Senior Leadership Team take responsibility for

ensuring that the E-Safety policy is adhered to, and that they fully understand their roles and responsibilities for online safety. Our E-Safety policy gives clear guidance on the use of technology in the classroom and beyond for all users. It also details the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues. All are aware of the [Acceptable Use Agreement](#). Staff receive regular training on cyber safety and all pupils receive annual training with an outside provider (such as ChildNet) to raise understanding and awareness of cyber-bullying. They also have PSHE and Computing lessons where issues regarding E-Safety are taught. All ICT Rooms and Upper School classrooms have a Cyber Bullying Notice placed in them to raise awareness and give advice (see Appendix G). When pupils log into school computers and laptops, they are reminded by a message that by logging into the computer they are agreeing to use it in accordance with the ICT Acceptable Use Agreement.

Pupils and teachers take part in cyber-bullying workshops to help them identify current risks and learn strategies to cope with or avoid potential bullying situations. At the start of every year the Computing curriculum includes a short unit on E-safety for all pupils in Year 1-8, including how to browse online safely, manage personal data and report bullying and suspicious behaviour to a responsible adult, to the website administrators or CEOP. We also invite parents to e-safety talks or workshops so they are aware of the dangers and strategies to prevent online bullying or exploitation.

Newton Prep expects all staff, pupils and parents to adhere to its charter for the safe use of the internet (please see the school's Acceptable Use Agreement for Pupils and Parents). The Acceptable Use Agreement clearly details our expectations for parents as well as pupils. Our E-Safety policy demonstrates that the School actively manages hardware, software and connectivity as part of safeguarding and anti-bullying arrangements. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use. Teachers understand that they must be vigilant in monitoring pupils' use of the internet (including the use of email and other forms of electronic communication). Our E-Safety Lead, the Head of Computing, with the support of our IT technicians, is proactive in dealing with any infringement of the Acceptable Use Agreement which all pupils sign and all parents are asked to read. This clearly states guidance on the use of technology at school and beyond, and it includes the removal of privileges to use school IT equipment. Pupils are not permitted to go into any ICT suite without supervision. Pupils are not allowed to go on the internet without the express permission of the member of staff. The E-Safety Lead (in consultation with the Senior Leadership Team) may impose sanctions for the misuse, or attempted misuse, of the internet. The E-Safety Lead raises awareness of our policy on Anti-Bullying (Cyber-Bullying) through the IT curriculum and through E-Safety presentations by outside organisations (such as ChildNet) to staff, pupils and parents.

In order to restrict cyber-bullying within the school, pupils are only permitted to bring a mobile phone to School if they are on the School's Home Alone register (Y5-8 only). These phones are a safety measure for when they are travelling to/from School without adult supervision. They must be turned off throughout the school day and must not be used on the School grounds at all. Pupils are allowed to wear smartwatches at school, but in accordance with the school's legal safeguarding requirements and Acceptable Use Policy, these are counted as electronic devices and must adhere to the following rules:

- May **not** have a built-in camera.
- Whilst on site
 - they must be set to flight mode mode to ensure that they do not connect to WiFi, mobile data or Bluetooth;
 - they must not be connected to a mobile phone; and
 - they may be temporarily confiscated at the discretion of a teacher in a given lesson or exam.

Further, we are aware of 'standalone' smartwatches, which have embedded SIM cards and can function as a phone. Although watch-shaped, **these are mobile phones** and must adhere to the School's policy and procedures for mobile phones.

In line with the Data Protection Act 2018 we manage personal data in line with statutory requirements and our Data Protection Policy. All records of cyber-bullying are stored on the School's Record of Reported Bullying Incidents, contained within the Bullying and Serious Misbehaviour Log. Cyber-bullying is not tolerated in any form. Any instances of cyber-bullying, whether taking place inside or outside of school, will be dealt with according to the school's behaviour policy.

Procedures for dealing with reported cases of bullying (including cyber-bullying)

In **Lower School** (Nursery to Year 2), The Golden Rules (Appendix C) underpin our approach to behaviour management. The Rules are displayed in all classrooms and are regularly discussed and explored in assemblies and in PSHE sessions. 'We are gentle, we don't hurt others' and 'We are kind and helpful, we don't hurt anybody's feelings' form the basis of our anti-bullying strategy for this age group. All Year 1 and Year 2 classrooms use 'Worry Boxes' as a way to allow children to share their worries with their teacher and this can include concerns about bullying. Lower School Anti-Bullying Notices (Appendix F) are displayed in classrooms which tell pupils what to do if they feel bullied.

In **Upper School** (Years 3- 8) there are Anti-Bullying classroom notices (Appendix E) in all form rooms and around school which tell pupils how to seek help if they feel they are being bullied. They also tell pupils what to do if they are a bystander and observe bullying. There are also notices regarding cyber bullying in all IT Rooms.

Staff and Pupils should:

- Encourage pupils to inform adults immediately of any bullying incident whether in school or outside of school (including cyber-bullying)
- Not tolerate bullies or bullying behaviour in any group

Pupils are expected to tell a member of staff of any bullying incident. The member of staff has a duty to report this as soon as possible to the relevant Form Teacher and Head of Year.

Any report of cyber-bullying, such as the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature must be forwarded by staff to the E-Safety Lead (Head of Computing), who will inform the relevant Deputy Head. Pupils are educated not to respond to any such communication. If at any point staff have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they will follow the safeguarding policy and procedures. Any such incidents will be recorded on the Serious Misbehaviour and Bullying Log by the appropriate Deputy Head in liaison with one of the Designated Safeguarding Leads.

Inappropriate online behaviour

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in

accordance with the same principles as offline behaviour, including speaking to a Designated Safeguarding Lead (DSL) when an incident raises a safeguarding concern. In cases where staff suspects a pupil of criminal behaviour online, they should report the incident to a DSL immediately.

Bullying, harassment and victimisation and discrimination are not tolerated. We use pastoral work, PSHE lessons, assemblies, Form periods and staff training to reduce the risk of bullying wherever possible. When appropriate we will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and gender questioning pupils. Form Tutors and Heads of Year regularly reinforce and discuss with pupils the strategies for dealing with bullying behaviour, what pupils should do and who they should speak to if they feel that they are being bullied.

Where necessary, we will apply the sanctions described in our Behaviour Policy for behaviour that constitutes bullying or harassment of any kind. The school recognises that bullying is a very serious issue which may cause psychological damage over time.

Please refer to our Behaviour Policy for full details of sanctions.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Last update	September 2024
Next update	September 2025

Appendices

Appendix A - Signs and Symptoms of Bullying

Bullying can happen anywhere and at any time; during the school day, on journeys to and from school, during non-timetabled activities, and outside the school day. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. We always treat bullying very seriously. It conflicts sharply with the school's policy on equality, diversity and inclusion, as well as with its social and moral principles.

Bullying can be:

- **Emotional** - by being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or spreading malicious rumours)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Racial** - racial taunts, graffiti, gestures
- **Disability & SEND** - focus on disabilities, special educational needs or other physical attributes (such as hair colour or body shape)
- **Sexist** - (see below- DCSF Guidance)
- **Religious** - because of a pupil's chosen religion or lack of religion
- **Cultural** - because of a pupil's culture or heritage
- **Homophobic** - because of, or focusing on the issue of sexuality
- **Cyber** - All areas of internet ,such as email, social websites & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

A pupil may indicate, by signs or behaviour, that they are being bullied. Adults should be aware of these possible signs and that they should share their concerns if a pupil:

- is unwilling to return to school
- displays of excessive anxiety, becoming withdrawn or unusually quiet or lacking in confidence
- fails to produce work, or produces unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- books, bags and other belongings suddenly go missing, or are damaged
- changes established habits (e.g. giving up music lessons, change to accent or vocabulary)
- shows psychological damage and diminished levels of self confidence

- frequently visits the Medical Room with symptoms such as stomach pains, headaches
- has unexplained cuts and bruises
- is frequently absent, has erratic attendance, late arrival to class
- chooses the company of adults
- displays repressed body language and poor eye contact
- has difficulty in sleeping, experiences nightmares
- talks of suicide or running away
- describes or exhibits feelings of isolation
- becomes aggressive, disruptive or unreasonable
- is bullying other pupils or siblings
- gives improbable excuses for any of the above

Appendix B - Anti-Bullying Flow Chart (including cyber-bullying and bullying outside of school)

STEP 1

An incident of bullying (including cyber-bullying and bullying outside of School) is reported to a member of staff.

STEP 2

The incident is passed to the child's form teacher (within the same day where possible), who carries out an initial investigation by talking to each child individually and should make notes of what the alleged victim/s says, and what the other children involved say. Older children might be asked to write an account of events.

STEP 3

The Form Teacher informs the Head of Year and the appropriate Deputy Head (who will share the information with relevant staff). The E-Safety Lead will also be contacted in the case of cyberbullying. The Head will be informed at this stage by the Deputy Head if further investigation is required or the allegation is likely to be founded. The Form Teacher or Head of Year contacts the parents of all children involved to inform them of the situation.

STEP 4

In the light of the investigation findings, one of the School's sanctions may be applied (see Behaviour Policy). The Deputy Head will inform the Head of the findings. All accusations of bullying (founded or unfounded) are recorded by one of the Deputies Deputy Head on the Serious Misbehaviour and Bullying Log and any CPOMS records are updated. If the child has suffered, or is likely to suffer significant harm, the DSL will contact relevant local safeguarding partners and our Safeguarding/Child Protection procedures will be followed (see Safeguarding Policy). Parents are informed of the sanctions to be imposed and the support to be offered to all pupils involved.

STEP 5

Where a case of bullying is found to have happened or where considered helpful to move forwards, a follow up meeting should be arranged by the Form Teacher and the relevant Deputy Head, with all pupils. At these meetings support will be offered to develop strategies to move forward.

Where the incident was not deemed to be bullying, the Form Teacher will reassure the pupil/s and offer support. The Form Teacher enters this information in CPOMS. The Deputy Head will enter the information into the Bullying and Serious Misbehaviour Log.

Our Core Values



SHOW RESPECT

BE TOLERANT

PERSEVERE

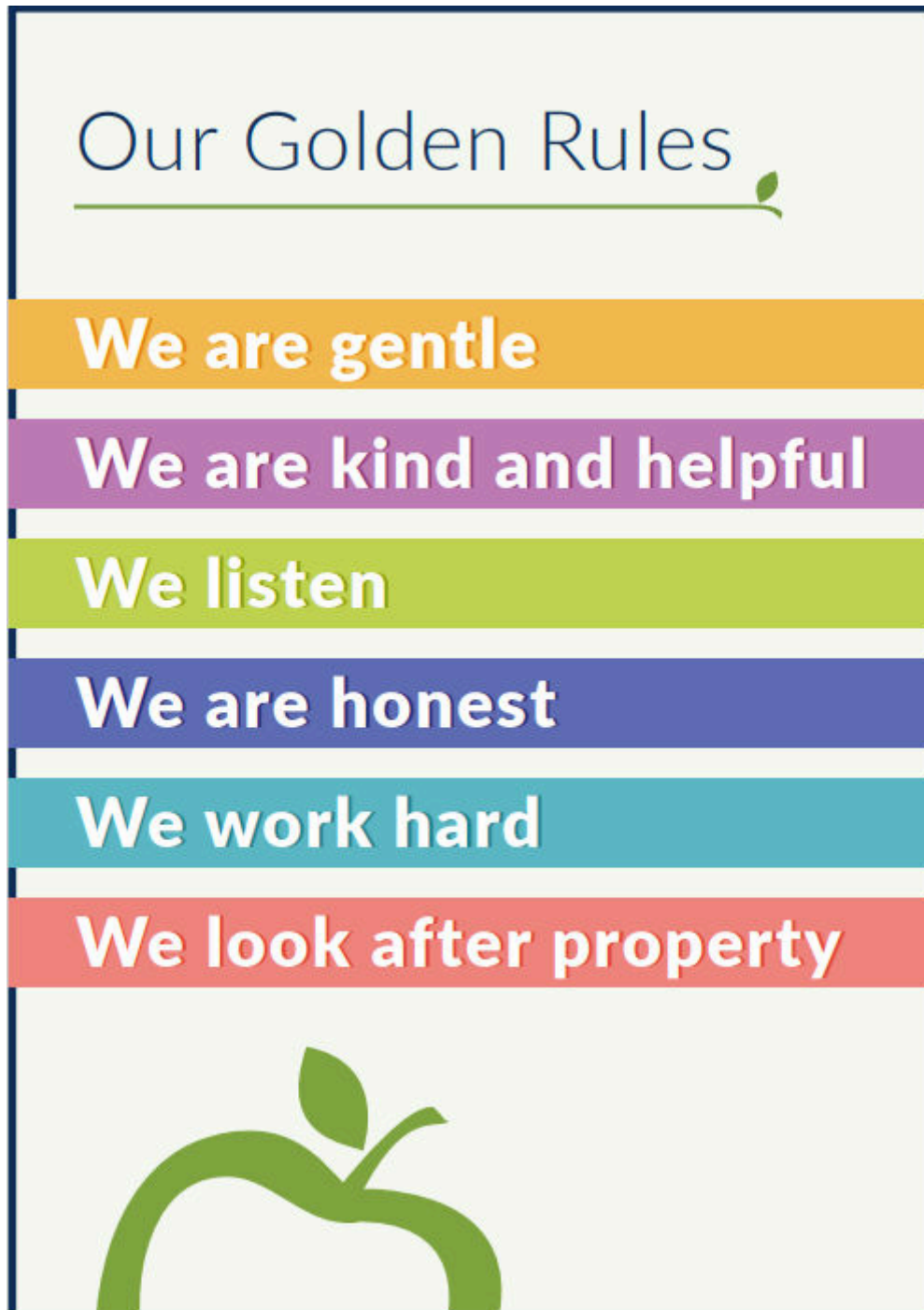
SHOW INTEGRITY

BE CONSIDERATE

AIM HIGH



Appendix D Lower School- Golden Rules







Cyber-bullying

What is it?

When someone uses technology (e.g. the internet or a mobile phone) to bully others, it is known as cyber-bullying.

Being a victim of cyber-bullying is very upsetting — sometimes the victim doesn't even know who is bullying them.

Cyber-bullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site.

What do I do if it happens to me?

If you think you are being cyber-bullied there are three steps to help make it stop:

- 1. Don't reply:** most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. If you reply you are giving the bully exactly what they want.
- 2. Save the evidence:** Save the evidence of any emails or text messages you receive. You will then have something to show when you report the cyber-bullying.
- 3. Tell a trusted adult:** if you are being cyber-bullied, tell a trusted adult as soon as you can so that something can be done quickly



CYBER-BULLYING