KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

ANTI-BULLYING POLICY

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By Ms A Williams, Deputy Head

1. AIMS AND OBJECTIVES

1.1. At Kingston Grammar School ("the School"), our community is based upon respect, good behaviour, courtesy, kindness and fair treatment for all. Promoting the emotional well-being of all our students is key to their development. We aim to teach trust and mutual respect for everyone, and selfish and divisive behaviour is discouraged. We are committed to providing a safe, calm and supportive environment that is free from disruption, violence and any form of harassment so that every one of our students can develop to their full potential, feeling secure whilst at School and allowing for the harmonious co-existence of all members of the School community. We expect our students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All students should care for and support each other, inside and outside of School.

1.2. The School prides itself on its respect and mutual tolerance. Parents/carers have an important role in supporting the School in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school and at home (including online), and that the School and parents/carers co-operate closely together.

1.3. This policy is available to parents/carers of students and prospective students on our website and on request. It is also communicated to all staff and students.

1.4. Students are expected to promote inclusive and anti-discriminatory behaviour including a willingness to reflect on attitudes and behaviour and to be open to challenge. Bullying, harassment, victimisation and discrimination of students or staff - including behaviour related to a student's disability, medical condition, allergy or other health need - will not be tolerated by the School and will be dealt with immediately, in a firm, sensitive and caring way. We treat all of our students and their parents/carers fairly, and with consideration, and we expect them to respect the staff, the School and each other, in return. All forms of bullying are unacceptable at the School and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the *Behaviour Policy*.

1.5. This policy applies to all students in relation to actions both inside and outside of the School and online.

1.6. This policy should be read in conjunction with the following:

- Behaviour Policy
- Code of Conduct for students

- Safeguarding & Child Protection Policy and Procedures (including child-on-child abuse)
- Equality, Diversity and Inclusion Policy
- Student Mobile Phone and IT/Cyber Security Acceptable Use Policy
- Student Device Policy
- Student AI Policy
- Online Safety Policy
- Allergy Safety Policy.

1.7. The aim of this policy is to prevent and tackle bullying by creating an environment in which:

- students are able to identify bullying and are aware of the problems associated with it.
- incidents of bullying are brought to the School's attention.
- students being bullied are offered support, understanding and guidance.
- bullies are helped to understand the consequences of their actions for their victims and, where appropriate, are subject to the School's sanctions.

1.8. Incidents of bullying will be dealt with so as to prevent both a recurrence of the bullying behaviour and retaliation for it. Accurate recording and action will enable the School to identify patterns of bullying behaviour and to prevent it. The School also aims to explain to all students the seriousness of bullying and the legal complexities surrounding it.

2. DEFINITION OF BULLYING

2.1. Bullying is behaviour by an individual or group which may be a single incident or repeated over time, that intentionally hurts another individual or group either physically or emotionally. Put another way, bullying is the intentional hurting, harming, or humiliating of another person.

2.2. Bullying may take many different forms, including:

- Physical e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property (including any threat of or use of violence of any kind)
- Sexual e.g. unwanted/inappropriate physical contact or sexual innuendo (including the sharing of nudes/semi-nudes)
- Verbal / Psychological, e.g. threats, taunts, shunning/ostracism, being sarcastic, name-calling/verbal abuse, tormenting or spreading of rumours

- This includes cyber-bullying via any electronic media, defined and covered in further detail below.

2.3. Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, culture, gender, gender identity, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. For example:

- *Racist Bullying:* eg physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.
- *Faith-based Bullying:* eg negative stereotyping, name-calling or ridiculing based on religion.
- *Cultural Bullying:* eg mocking of beliefs or ideals.
- *Sexist or gender-based Bullying:* eg use of sexist language, misogyny, misandry, sexualised or degrading comments, negative stereotyping based on sex, gender or perceived gender roles. This includes behaviour which contributes to a culture of disrespect, intimidation or normalisation of harmful attitudes.
- *Homophobic/Transphobic Bullying:* eg name-calling, innuendo or negative stereotyping based on sexual orientation, gender identity or use of homophobic or transphobic language.
- *SEN / Disability Bullying:* eg name-calling, innuendo, negative stereotyping, exclusion from activity, or other unkind or unsafe behaviour based on disability, learning difficulties, additional needs, allergies or other medical conditions.
- *Bullying of Gifted/Talented and Less Academically Able;* eg name-calling, innuendo, ostracism or negative peer pressure based on high or low levels of ability or effort.

2.4. Bullying on the basis of any of the protected characteristics under the Equality Act 2010 is taken particularly seriously.

2.5. Bullying may also involve the creation, use or sharing of digitally altered or AI-generated content, including images, videos, messages, impersonation, deepfakes or AI-generated nudes or semi-nudes, where this is intended or likely to cause harm, humiliation, distress, harassment or intimidation.

2.6. Bullying can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim.

2.7. Bullying can be hidden and subtle. It can also be overt and intimidating and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim.

2.8. Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more child against another child. Child-on-child abuse is covered in more detail in the School's *Safeguarding & Child Protection Policy and Procedures*.

2.9. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether this is the case.

2.10. Bullying can happen anywhere and at any time and can involve anyone - students, other young people, staff and parents/carers.

3. THE SCHOOL'S RESPONSE TO BULLYING

3.1. At the School, we always treat bullying very seriously. It conflicts sharply with the School's social and moral principles, and potentially with its policy on equality, diversity and inclusion, and will not be tolerated. When incidents of bullying do occur, they are dealt with quickly and taken seriously. The School will never dismiss bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

3.2. The School understands that bullying can be so serious that it may cause physical, emotional and psychological damage, such as depression, isolation, lack of self-esteem, eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of students is the School's first priority, however, the School acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the *Behaviour Policy*.

3.3. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, sexting, the sharing of nudes/semi-nudes (in certain circumstances), upskirting and to violent and threatening behaviour.

3.4. Bullying will be treated as a safeguarding matter where it involves, or may involve, significant emotional harm, sexual harassment or sexual violence, harmful sexual

behaviour, coercion, exploitation, serious violence, discriminatory abuse, repeated or targeted humiliation, or any concern that a student may be suffering or at risk of harm. In such cases, the School will follow the *Safeguarding & Child Protection Policy and Procedures* as well as this policy.

3.5. No one deserves to be a victim of bullying: everybody has the right to be treated with respect.

3.6. Students who are victims of bullying will be supported and monitored carefully by pastoral staff. Students who have engaged in bullying behaviour will be subject to appropriate sanction but will also be helped to understand the consequences of their actions for their victims and where possible, will be supported in learning different ways of behaving.

Incidents of bullying off the School premises

3.7. Bullying which occurs on School trips or outside of the School's premises will not be tolerated any more than bullying on School premises. Teachers will, where appropriate, discipline students for misbehaviour outside School premises, outside School hours.

3.8. Where such incidents involve bullying by members of the School, investigations will be carried out in accordance with the procedures below.

3.9. Where such incidents involve bullies from outside the School, advice will be given to the victims on how to avoid or handle bullying off the school premises. Where appropriate, the School may contact the local police, local transport companies or the Head of another School in order to help eliminate the problem.

4. SIGNS OF BULLYING

4.1. Changes in behaviour that may indicate that a student is being bullied may include:

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags, money and other belongings suddenly go "missing", or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary).
- Diminished levels of self-confidence.

- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance or late arrival to class.
- Choosing the company of adults rather than peers.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping or experiencing nightmares.
- Talking of suicide or running away from home or school.

4.2. Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents/carers and teachers and reported/ recorded, as appropriate, in accordance with this policy.

4.3. Where bullying concerns are accompanied by signs of significant mental health difficulty, self-harm, suicidal ideation or risk of suicide, staff must treat this as a potential safeguarding concern and seek advice from the DSL without delay. If there is an immediate risk of harm, urgent action should be taken in accordance with the *Safeguarding & Child Protection Policy and Procedures*.

5. BULLYING - PREVENTATIVE MEASURES

5.1. We are committed to preventing and eliminating bullying through education of our students. We take the following preventative measures in order to create an environment that prevents bullying from becoming a problem at the School in the first place:

Students

5.2. The School promotes an ethos of good behaviour where students treat each other with respect at all times, inside and outside of school.

5.3. All new students are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying, including where they find themselves as bystanders. We guarantee that those who report bullying in good faith will not be punished and will be supported.

5.4. The examination of bullying and its consequences form part of the school curriculum in PSHE. The PSHE courses build on students' knowledge and understanding of the issues and ask them to consider more specific matters, such as how to deal with hurt or insult,

how to consider whether something is likely to or has hurt someone else, reconciliation, assertive behaviour and personal image. In each of these situations, students are encouraged to combat the "culture of silence" which can surround bullying by fostering a "culture of being prepared to tell". Individual PSHE schemes of work with specific details of how we educate to prevent instances of bullying are available on request.

5.5. Education about anti-bullying is also delivered through our programme of Pastoral 'drop-down' sessions.

5.6. Bullying – and peer relations generally – are discussed every year in the tutorial programme. Issues associated with bullying are also raised from time to time in whole school and sectional assemblies. Cyberbullying is also discussed in social media training.

5.7. Students are also encouraged to understand and respect the different needs and vulnerabilities of others, including where these relate to SEND, disability, health or wellbeing.

5.8. The School displays advice on where students can seek help, including details of confidential help lines and websites where they can connect with external specialists, such as NSPCC Helpline, ChildLine, Kidscape, Bullying UK, and the Samaritans. Contact details for organisations that can help are set out at the end of this policy. Details are also available on the Student Hub on SharePoint.

5.9. We provide leadership training to our School Captains and their team of prefects/ heads of House/senior students acting as peer mentors which specifically covers the importance of offering support and assistance to younger and vulnerable students.

5.10. The School does not tolerate peer-group "initiation ceremonies" or hazing rituals designed to cause pain, anxiety or humiliation to students, and all staff remain alert to such actions.

Staff

5.11. Upon induction, all new members of staff are given training and guidance on the School's anti-bullying policy and on how to react to, and record allegations of bullying at the School, including cyber-bullying.

5.12. The School will ensure that all staff understand the principles of this policy, the School's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from

arising or escalating and also the details of sources of further support. Staff must be familiar with this and related school policies such as provisions regarding Child-on-child Abuse in the School's *Safeguarding & Child Protection Policy and Procedures* and be ready to tackle bullying when it occurs.

5.13. The School recognises that certain children may be more at risk of bullying than others, and may require additional support when dealing with an incident of bullying, for example children with SEND and/or certain health conditions, LGBTQ+ students and students from racialized communities. The School will ensure that staff receive appropriate training to be able to understand the specific needs of our students, and to enable all staff to provide an inclusive environment for all students.

5.14. All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept in a central secure log on the staff intranet in order that patterns of behaviour can be identified and monitored.

5.15. We have a strong and experienced pastoral team of Form Tutors, Heads of Section, Heads of Year and their Assistants, Heads of House and Deputy Heads who are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying and will know when to apply our *Safeguarding policy* to bullying incidents.

5.16. Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. INSET sessions are held regularly, using outside experts.

5.17. Our trained School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to students who can refer themselves when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a student as appropriate.

5.18. Bullying behaviour might not always be made obvious to staff and will occur most frequently out of lesson times. There are staff on duty at all times when students are in school. All staff are encouraged to be vigilant, as a matter of course, as they move around the school, paying particular attention to less public areas of the site both during and outside lesson times and before and after the school day. Particularly vulnerable areas of school include quiet corridors (eg top of the Fairfield Building, top of QEII Building, at the back of the Theatre) and in the lunch queue.

5.19. The School has the right, and duty, to investigate incidents of bullying involving our students which take place outside School hours, on School visits and trips, or that otherwise occur outside of School including online. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the School's *Behaviour Policy* and will be applied in a fair, consistent, and reasonable manner, taking into account the needs of students with SEND and certain medical conditions, and vulnerable students.

5.20. Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's *Safeguarding & Child Protection Policy and Procedures* and discuss their concerns with the School's Designated Safeguarding Lead (DSL) or Deputies without delay.

Parents/Carers

5.21. This policy is available on the School's website/on request so that parents/carers are clear on the School's approach to bullying and what to do if their child experiences bullying.

5.22. If parents/carers know or suspect that their child, or another student, is being bullied, they should contact the School without delay. All concerns will be taken seriously.

5.23. We welcome feedback from parents/carers on the effectiveness of our preventative measures and all other aspects and implementation of this Anti-Bullying Policy.

6. PROCEDURES FOR DEALING WITH REPORTED BULLYING

6.1. The School ensures that all instances of, or concerns about bullying and cyber-bullying, both on and away from School premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept securely and enabling the School to identify patterns of behaviour and to evaluate the effectiveness of this Anti-Bullying Policy.

Reporting bullying

6.2. Information about, or allegations of, bullying may come from anyone, especially parents/carers, staff (teaching and support) and students (in the capacity of victim or witness/bystander). Staff will take all allegations seriously and will follow the procedures outlined in this policy.

6.3. Any alleged incident of bullying (including cyber-bullying and bullying outside school) should be reported – in the first instance – to a student's Form Tutor. The nature of the tutorial system is such that the tutor should be aware of early warning signs of unhappiness amongst their students. It also acts to foster an atmosphere of trust whereby students and parents/carers can approach tutors and Heads of Year at any time.

6.4. Nevertheless, all staff are aware that students may report incidents of bullying to them directly.

6.5. Any incident of bullying will be thoroughly investigated and followed up with sensitivity.

Receiving a report of bullying

6.6. All staff will be trained in handling an allegation and will be aware that they must listen to the student(s), not ask leading questions, and reassure and support the students involved, without promising absolute confidentiality. They must also make a written, signed and dated record of the allegation to the best of their ability.

6.7. Where incidents are reported to a member of staff other than the tutor of the student concerned, details should be passed to the relevant Form Tutor and Head of Year as soon as possible.

Investigating reports of bullying

Safeguarding Concerns:

6.8. An issue of student behaviour or bullying should be treated as a safeguarding concern when there is "reasonable cause to suspect that a child is suffering or likely to suffer significant harm". The School will always consider this. The School will also consider whether the alleged perpetrator and victim might have unmet educational or other needs, and therefore whether a multi-agency approach is appropriate. In either instance, the

procedures set out in the School's *Safeguarding & Child Protection Policy and Procedures* should be followed.

6.9. Otherwise, the procedures set out below will apply.

6.10. Investigation of the incident will be carried out by the Head of Section, Head of Year or other member of staff as appropriate.

6.11. The alleged victim, the alleged perpetrator/s and any witnesses of the alleged bullying will each be interviewed individually on their own (or, if appropriate, with a suitable person present for support) and asked to write their account of events.

6.12. During an investigation staff will:

- reassure all students involved. Offer the necessary support through staff, nurse, counsellor and outside agencies such as Childline.
- not make premature assumptions about incidents – especially where these are based on existing opinions of students or on the evidence of previously (potentially) exaggerated claims made by the alleged victim.
- listen carefully to all involved and be aware that several students saying the same thing does not necessarily mean that they are telling the truth.
- adopt a problem-solving approach so as to move students on from justifying themselves and their behaviour.

6.13. Where staff consider that the reported bullying behaviour may be criminal, or that there may be a risk of harm to someone, they will discuss this with the Head and the matter will be reported to the Police without delay if considered necessary. The School will then follow the procedures set out in the *Safeguarding & Child Protection Policy and Procedures* as well as any guidance from the Police.

6.14. Where alleged bullying involves a student's medical condition, medication or any conduct that may create an immediate risk of harm, staff should consider whether any immediate safety or safeguarding measures are required and liaise with the appropriate pastoral, medical or safeguarding staff.

6.15. The investigation of the incident/s should be recorded on the relevant form signed and dated by the member of staff carrying out the investigation. This, along with the written dated records of all evidence in such an investigation should then be securely stored by the pastoral team including a copy to be kept in the students' personal files. If it is not

practicable to use the relevant form, the incident must still be written down, signed and dated by the member of staff carrying out the investigation and held securely by the pastoral team.

6.16. The Form Tutors of both the alleged perpetrator(s) and the alleged victim(s) will be made aware of the incident and investigation as soon as possible. More serious cases of bullying will be brought to the attention of the Head.

Response to cases of bullying

6.17. Where a case of bullying is identified following an investigation, the Head of Year in conjunction with the Form Tutor will engage further with the victim and perpetrator as follows:

6.18. With regard to the victim, they will:

- offer the necessary support through staff, nurse, counsellor and outside agencies such as Childline, taking account of any relevant SEND, medical, pastoral or wellbeing needs.
- make it clear that any recurrence of the bullying behaviour must be reported by the victim at once.
- make it clear why revenge or retaliation would be inappropriate.
- maintain close monitoring and review

6.19. With regard to the perpetrator, they will:

- engage them in consideration of the effects/impact of their behaviour on their victim(s).
- discuss with them whether it would be appropriate to offer an apology or acknowledgement of how the victim has been made to feel.
- set them short term goals to improve their behaviour.
- warn them of the likely implications of any repetition of such conduct and explain that their future behaviour will be monitored.
- offer appropriate support.

6.20. The Head of Year may:

- suggest that the perpetrator visits the school counsellor to discuss the situation or make such a visit a requirement.
- order the removal of the perpetrator from a particular group (by changing seating arrangements, for example).

- monitor the perpetrator's behaviour during unsupervised time (by requiring them to be in a given place at break and lunch, for example).
- issue a suitable sanction to the perpetrator under the *Behaviour Policy*.

6.21. The School may exclude a student, either temporarily or permanently, in cases of serious or persistent bullying, or in the event that the support put in place for the perpetrator(s) does not result in the modification of behaviour to an acceptable level.

6.22. Parents/carers of all parties should be informed as early – and as constructively – as possible. Contact with parents/carers should reflect the School's problem-solving approach rather than being overtly punitive in tone, although if the matter is serious or if the bullying continues then the parents/carers will be invited in to discuss the matter including the appropriate sanctions under the *Behaviour Policy* and/or *Exclusions Policy*. Parents /carers may, of course, come into the school in any event once any accusation of bullying is found to be proven; their input will be valued at all stages.

6.23. With regard to all parties, the School should:

- Seek to agree a way forward if possible, recognising that suitable support may be needed by all involved as well as dealing with any disciplinary measures in accordance with the School's *Behaviour Policy* and/or *Exclusions Policy* if appropriate.
- Seek to obtain agreement from all parties for a meeting to be held between victim and perpetrator(s) with close staff supervision, to help develop a strategy which enables all concerned to close the episode. It is envisaged that the situation would be discussed, the perpetrator asked to suggest ways in which the situation might be improved, and the victim might be asked to consider ways in which they might have added to their own targeting.
- Put in place a monitoring and review strategy, to be kept on record.

6.24. Where no improvement is made and incidents of bullying continue to take place, a persistent bully's position in the school will be reviewed by the Head. Where no improvement in behaviour is seen it may be necessary for the persistent bully to leave school permanently.

6.25. In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police, the DSL or to Children's Services. However, in many cases it will be possible to resolve such issues internally under this policy and the School's *Behaviour Policy*.

7. CYBER-BULLYING

7.1. The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to School feeling like an unsafe place. The School makes it clear to students that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, dignity and respect.

7.2. Cyber-bullying can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, http://www.cyber-bullying.org/). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyber-bullying often takes place outside the school day and off the School premises.

7.3. Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones.
- The use of mobile phone camera images to cause distress, fear or humiliation.
- Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, X (formerly known as Twitter) or YouTube).
- Using e-mail to message others in a threatening or abusive manner.
- Hijacking/ cloning e-mail accounts.

7.4. The School acknowledges that cyber-bullying may take many different forms including: cyber-stalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting and sexting.

7.5. The School has a role to play in teaching students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on *Teaching online safety in school* (updated January 2023).

Prevention of cyber-bullying

7.6. For the prevention of cyber-bullying, in addition to the measures described above:

7.7. Induction to the School's ICT network includes guidance and instruction related to the *Student Mobile Phone and IT/Cyber Security Acceptable Use Policy* and the issue of cyber-bullying.

7.8. Each year the *Student Mobile Phone and IT/Cyber Security Acceptable Use Policy* is reviewed, and students are asked to confirm they have read and understood this.

7.9. Certain sites are blocked by the School's filtering system which sends a daily report to the DSL, in conjunction with other senior staff, of incidents where students have triggered the filter. Where patterns are identified or sites visited that cause concern, appropriate further action may be taken.

7.10. Within the Lower school ICT curriculum, in PSHE lessons and periodically in assemblies, issues connected with Bullying and Cyber-bullying are discussed and revisited. This includes:

- Offering guidance on the safe use of social networking sites and cyber-bullying in PSHE lessons, which covers blocking, removing contacts from "friend" lists and sharing their personal data.
- Ensuring students are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated.
- Offering guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure.

7.11. One of the pastoral staff is a trained CEOP ambassador who can address staff, parents/carers and students to raise awareness of Cyber-bullying and internet safety issues.

7.12. All Heads of Year, Assistant Heads of Year and Form Tutors are involved in monitoring and investigating incidents of cyber-bullying and share best practice at pastoral meetings.

7.13. A Pastoral Survey is undertaken annually and information gained about bullying, including cyber bullying.

7.14. The School may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the *Behaviour Policy*.

Procedures for dealing with cyber-bullying

7.15. The School will follow the procedures set out in this policy and the *Safeguarding & Child Protection Policy and Procedures* where relevant for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating student conduct and protecting the reputation of the School, and the welfare of its students.

7.16. Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes and sexting. Where the School considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

7.17. The School's procedure for dealing with incidents involving the sharing of nudes or semi-nudes is set out in the School's *Child Protection & Safeguarding Policy and Procedures*.

7.18. If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a student or of a student, they will refer the incident to the DSL as soon as possible. The DSL will follow the DDMSC / UKIS guidance " Sharing nudes and semi-nudes: advice for education settings working with children and young people " (March 2024) when responding to a report of sharing nudes and/or semi-nudes. In some circumstances, the DSL may make an immediate referral to police and/or children's social care.

Electronic devices

7.19. In response to an allegation of cyber-bullying (in any form), the Head or a member of staff authorised by the Head may in certain circumstances search students and their possessions including electronic devices, such as a student's mobile phone.

7.20. A search may be carried out with the student's consent or otherwise where permitted under the search provisions in the *Behaviour Policy*.

7.21. All searches will be conducted at all stages in accordance with the procedures set out in the *Behaviour Policy* and the DfE Guidance: Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

7.22. In the event that a search highlights a safeguarding concern in respect of any student, the School will first consider the appropriate safeguarding response, following the procedures set out in the *School's Safeguarding & Child Protection Policy and Procedures*.

7.23. An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students.
- Is prohibited, or identified as a banned item, or
- Is evidence in relation to an offence.

7.24. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so, ie if they reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

7.25. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response in accordance with relevant guidance.

7.26. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, they will be delivered to the police as soon as reasonably practicable.

7.27. In exceptional circumstances, staff may dispose of the image or data if there is good reason to do so, having regard to relevant guidance.

7.28. Staff can confiscate, retain or dispose of a student's property as a disciplinary sanction where it is reasonable to do so. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

7.29. In accordance with the procedures in the *Behaviour Policy*, the School will keep records of all searches carried out, including the results of any search, and the actions taken following that search.

8. COMPLAINTS PROCEDURE

8.1. Parents/carers are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly.

9. MONITORING AND RECORDING

9.1. The School will record all incidents of reported bullying in accordance with this policy.

9.2. All details relating to bullying cases are to be found on the student file and in a central secure log on the staff intranet.

9.3. The central bullying log is reviewed regularly so that the School can take appropriate steps to address bullying behaviours within the School and to spot patterns and trends, eg locations, individuals, etc. Records of bullying incidents will also be used to evaluate the effectiveness of the School's anti-bullying procedures, and to highlight any necessary amendments.

9.4. Where relevant, records should note whether the incident appears to relate to any protected characteristic, SEND, medical condition or other vulnerability, to help the School identify patterns and take appropriate preventative action.

10. POLICY REVIEW

This policy is reviewed annually.

ORGANISATIONS THAT CAN HELP:

NSPCC Helpline
You can contact the NSPCC's dedicated helplines to discuss any concerns or get advice and support. You can also contact their helpline if you're worried a child is being radicalised, is involved in or at risk from gangs or any other child safety concern. Call 0808 800 5000 or email help@nspcc.org.uk

National Bullying Helpline
About the National Bullying Helpline
Helpline: 0300 323 0169

YoungMinds
Bullying | Get help and advice | YoungMinds
Advice, resources and support for young people, parents and carers.

Advisory Centre for Education
www.ace-ed.org.uk
Advice line: 0300 0115 142 (Mon-Wed, 10am – 1pm, term time only)
Free advice line for parents/carers on all matters concerning school

Coram Children's Legal Centre
www.childrenslegalcentre.com
Publications and legal advice for parents/carers

Kidscape
www.kidscape.org.uk
Kidscape is a bullying prevention charity that supports children and their families to challenge bullying and to have happy, healthy relationships.

Childline
http://www.childline.org.uk
ChildLine is a private and confidential service for children and young people up to the age of 19. You can contact a ChildLine counsellor about anything -no problem is too big or too small.
Call free on 0800 1111,have a 1-2-1 chat online

Samaritans
If you need someone to talk to, you can call Samaritans any time day or night on 116123. Or you can chat to them online https://www.samaritans.org/how-we-can-help/contact-samaritan/ Or email them on jo@samaritans.org

Family Lives
http://familylives.org.uk
Free Parentline: 0808 800 2222
UK registered charity which offers support to anyone parenting a child