



## POCKLINGTON PREP SCHOOL

### Anti-Bullying and Procedures to Counteract Cyberbullying Policy

#### 1. AIMS AND VALUES

**At Pocklington Prep, our aim is to Inspire for Life:**

Confidence	We encourage individuals to be confident and considerate; fostering self-respect and self-belief
Responsibility	Personal responsibility and service to others are expected; both have opportunity for expression within the school and beyond
Achievement	In all areas of school life we seek to nurture talent and aspiration, to encourage perseverance and to prepare young people for the challenges of adult life

**We achieve our aim through a strong working relationship between pupils, staff, and families which is founded on the following values:**

Trust	The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools
Truth	We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative
Courage	We challenge ourselves and each other to change for the better

**We provide a community to be proud of where pupils can explore, make mistakes, learn and grow. In order to do this:**

Support	We put the well-being of our pupils first, with excellent pastoral care.
Learning	We encourage successful learning through effective teaching and a commitment to a broad education.
Recognition	We recognise and reward success and commitment, progress and achievement.

#### 2. STATEMENT OF INTENT

We are committed to providing a safe and caring environment that is free from any form of disruption to our aims and values. Bullying in all its forms is a clear threat to our stated aims and intentions for the development of children and will not be tolerated. Any kind of bullying or harassment is unacceptable.

Pocklington School Foundation prides itself on the strength and depth of its pastoral care and close liaison with parents and guardians. It is essential that school and home continue to co-operate and have mutual support in maintaining high standards of behaviour.

We are committed to maintaining a clear picture of bullying incidents throughout the school, tracking and monitoring appropriately and effectively.

### 3. DEFINITION OF BULLYING

A pupil is being bullied when he or she is exposed, often repeatedly and over time, to deliberately hurtful behaviour and action on the part of one or more other pupils. Such behaviour may cause anxiety, distress, fear of harm and even suicide, and it is difficult for those being bullied to defend themselves. All bullying is aggression, whether verbal, physical or psychological, although not all aggression is necessarily bullying. There are criminal laws which apply to harassment and threatening behaviour.

Bullying can take a variety of forms:

- Direct and physical – hitting, tripping up, damaging or taking belongings.
- Direct and verbal – name calling, threats or insults.
- Indirect – passing unpleasant stories or rumours about someone behind their back or excluding someone from social groups.
- **Contexts of bullying may include racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability, because a child is adopted or is a carer, and cyber (see separate policy on the use of Information and Communication Technologies and the section ahead on the Procedures to Counteract Cyberbullying)**

*Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.<sup>1</sup>*

**A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In which cases refer the matter to the Head of Prep and the Designated Safeguarding Lead, who will contact ERSCP – LADO as appropriate. Refer to the Child Protection Policy. As appropriate, we are committed to providing specialist support for the needs of pupils with Special Educational Needs, disabilities or sexual concerns (LGBT) and in terms of the 'Prevent Duty' (DfE June 2015) to challenge extremist views and to prevent children being drawn into terrorism.**

Specific types of bullying include:

- a. **Bullying related to race, religion or culture** – this includes colour racism, phobias about religious beliefs, mocking personal customs, prejudice against traveller or gypsy communities and hostility towards refugees and people seeking asylum

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<sup>1</sup> DfE: Preventing and Tracking Bullying, Advice for headteachers, staff and governing bodies. October 2014  
Version 1 of Merging the Anti-Bullying and Procedures to Counteract Cyberbullying Policies  
September 2016 – March 2017 Updated August 2018 IDW

- b. **Bullying related to special educational needs or disabilities** – this includes exploiting a pupil’s inability to react physically or mentally to what is happening to them, conditional friendship, and exploitative and manipulative bullying
- c. **Bullying related to appearance or health conditions** – this includes exclusion from a group because of physical appearance or health issues as well as exploitative and manipulative bullying
- d. **Sexist bullying** - this includes bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours
- e. **Sexual bullying** – this includes bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or emotional/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be seen as sexual harassment by the School
- f. **Homophobic bullying** – this includes bullying that is motivated by a prejudice against lesbian, gay, transgender or bisexual people. It includes spreading rumours that someone is gay, or suggesting that something or someone is inferior and so they are ‘gay’
- g. **Bullying of young carers or looked-after children** – this includes all bullying related to home circumstances and arrangements
- h. **Cyberbullying** – this includes all bullying related to the internet, mobile phones, social networking sites or any other form of electronic communication. It can include all the above types of bullying but technology is the method by which the bullying is carried out. It differs from other types of bullying in that it invades home/personal space and is difficult to control once information is circulated.

#### Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting , hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;\*this is now a criminal offence.
- sexting (also known as youth produced sexual imagery); and
- initiation /hazing type violence and rituals.

**All staff and pupils must understand that ‘abuse is abuse’ and that it should never be passed off as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.**

*(For more information on Peer on Peer Abuse, Sexual Violence and Harassment, please refer to the School’s Child Protection Policy – sections 5.2 and 6.7)*

#### Particular Concern for Children with SEN and Disabilities

Staff and students should be aware that children with SEN and disabilities are disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. There can also be communication barriers and difficulties in overcoming these barriers.

SEN and disability should be taken into consideration when caring for victims and perpetrators of bullying.

SEN and disability are also factors taken into consideration in the tracking and monitoring of bullying incidents.

#### **4. SIGNS OF BULLYING**

Changes in behaviour that may indicate that a pupil is being bullied include (also refer to Cyberbullying Procedures as above):

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing 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
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Matron with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

#### **5. AIMS OF THE POLICY**

- To take incidents of bullying seriously
- To act swiftly, sensitively and discreetly to deal with specific incidents of bullying involving victims, bullies and onlookers
- To take appropriate action to resolve incidents of bullying (which may involve a referral to the Foundation Well-Being Service or warnings and sanctions, communication with parents and, in extreme cases, Suspension or Permanent Exclusion from school in accordance with the School's Behaviour Policy). The School retains a reasonable interest in and concern about pupils' behaviour at all times and places, if such behaviour is considered to have a bearing on School life. See the Rewards and Sanctions Policy for the definition of "under School authority". See also the Golden Rules and Respect Code in the Termly Calendar.
- To create a safe environment and a positive climate in which bullying is seen as unacceptable and all pupils feel confident to take action to prevent or report incidents of bullying.
- To involve pupils and staff in the regular monitoring, review and development of effective and consistent measures to prevent and deal with bullying.

#### **6. PREVENTION**

In order to minimise opportunities for bullying:

- Careful and caring **supervision** by duty staff, especially in those areas perceived by pupils to be "unsafe" or dominated by particular peer groups. Staff are alert to possible signs of bullying.

- Staff are always **on duty** before school, at break, lunchtimes and after school and monitor the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour.
- Staff are aware of the need to be alert to children who may be vulnerable and at risk to bullying. For example, children on the Learning Support and EAL Registers; children who suffer an emotional strain; children who board; LGBT.
- The support staff and all adults who work on the school site are **encouraged to pass on any concerns** they may have over any particular child's welfare.
- All pupils are told and encouraged to **tell a member of staff at once** if they know that bullying is taking place.
- All reported incidents are **recorded** and investigated at once.
- We have a committed and experienced teacher team, a Pastoral Lead who supports the Prep School Management Group and are sensitive in handling any incidents as an immediate priority.
- The **Pastoral Leads** gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The **Foundation Well-Being Service** is an important part of our pastoral support service, providing specialist advice and care. The service, (via two Independent Clinical Psychologists), is available to give confidential counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns. A member of our pastoral team may also refer a pupil.
- The **School Chaplain** is available to give support and guidance to pupils of all faiths and beliefs. Pupils are able to refer themselves to the chaplain, perhaps at a time of family concern, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- In **boarding houses**, there are committed teams of residential and non-residential tutors supporting the Housemaster/mistress, the Day Matrons and the Nurses, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside of school hours. We always work in the context of a close relationship between the Housemaster/mistress and parents/guardians, and would make contact if we were worried about a pupil's wellbeing.
- Our **Medical Centre** and all our **boarding houses** display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline or the Children's Commissioner.
- All **boarding pupils have access** to a telephone helpline, enabling them to call for support in private. They are also able to speak in private to their parents.
- We encourage our **older pupils** within the houses to offer advice and support to younger pupils during, for example, registration periods and house events.
- The school makes it clear that it will take an **active interest in incidents that take place outside school hours**, on school visits, trips and events that occur in the vicinity of the school which involve our pupils and which have a bearing on school life and pupils' welfare.
- **Confidential surveys of pupils' views and experience** to provide information to monitor the occurrence of bullying.
- The promotion of a positive response to bullying issues through school and house assemblies and through the **PSHE** programme which includes specific elements on bullying, friendships and self-esteem.
- **Anti-bullying information is posted** within the school buildings and the boarding houses. **Continued sharing of good practice** between staff and awareness so that incidents of bullying are dealt with consistently, sensitively and effectively. Anti-Bullying is discussed at various Forums to ensure that staff are conversant with the Policy.

#### **Examples of recent training, guidance and initiatives:**

May 2017 –Pastoral Leads received support from ERSCB Education and Prevent team and Police.

June 2017 - Sexting Guidelines for Staff produced in light of increased sexting cases.

June 2017 – NSPCC Guidance on Sexting sent to all parents.

June 2017 – DSL attended York Schools Forum to discuss raising awareness of LGBTQ issues & York Pride event.

September 2017 – Whole Foundation Inset on sexting.  
 September 2017 – School engages with Stonewall / Sheffield Hallam University research into training designated LGBTQ co-ordinators in independent / faith schools.  
 November 2017 – Whole School participation in National Anti-Bullying Week.  
 January 2018 – Foundation INSET regarding Data Protection and Updated Code of Conduct  
 April 2018 – Foundation INSET on Child Exploitation and Online Protection from CEOPS trainer  
 April 2018 – Foundation INSET from Natalie Noret on Resilience Survey Proposal  
 September 2018 – Foundation INSET on KCSIE 2018: focus Peer on Peer Abuse and Procedure  
November 2018: National Anti-bullying week  
January 2019: Peer Mentoring work with senior prefects and other sixth formers - prep for Sept 2019  
February 2019: 'Life in Schools' survey (Yrs 4,-11 with focus on bullying, resilience and wellbeing issues)  
June 2019: ERSCP PET & Humberside Police lead off-timetable day workshops to Yrs 7 & 8 on Bullying, Prejudice and Prevent

## 7. STAFF GUIDELINES FOR RESPONDING TO A BULLYING INCIDENT FOR INSTANCES OF CYBERBULLYING REFER TO SEPARATE SECTION ON THE USE OF ICT AND PROCEDURES TO COUNTERACT CYBERBULLYING.

1. Take the **incident seriously**. Liaise with the Pastoral Lead or Head of Pre-Prep as soon as possible. Any member of staff who deals with an incident of bullying should record brief details on the relevant form or by memo/email and pass this on to the Pastoral Lead using a separate form/memo/email for each individual involved (both victim(s) and alleged bully(ies)).
2. Fill out the necessary section of the Behaviour Log for both the victim and the perpetrator.
3. **Investigate** to establish who, when, where, what.
4. **Listen sensitively** and impartially to both victim and alleged bully separately.
5. **Inform** those who need to know:
  - Class teacher ) )
  - Pastoral Lead ) of both victim and alleged bully
  - Designated Safeguarding Lead. If a **child protection** or potential criminal matter emerges, refer to the procedures in the Child Protection Policy, which may include a referral to Social Care and/or the Police.

The incident will **be recorded** and a decision made about informing parents.

- **A central record** of all bullying incidents will be held by the **Designated Safeguarding Lead** on **MyConcern** with relevant records accessible by the Head of Prep and Deputy Head. Specific types of bullying (e.g. cyber, peer on peer etc) can be identified on **MyConcern**.

### Victim Support

5. Arrange and ensure, as far as possible, some **support** for the victim (which could involve an older pupil or non-involved peers to befriend of 'buddy'). Early **contact with parents** will occur from the Pastoral Lead or Head of Pre-Prep. A referral to the **Foundation's Well Being Service** may be deemed appropriate.
  6. **Take care in handling allegations so that they do not become unsubstantiated fact. The alleged bully must also be given an opportunity to give his or her view. Involve onlookers in giving their individual accounts. Written statements may be helpful.**
  7. Where the incident has involved a group, deal with the **individual members separately**.
  8. Where **sanctions** are necessary, this needs to be done with care and consistency. There must be no repercussions for the victim. The alleged bully may have had some provocation and needs to be heard. Allegations do need to be substantiated and the alleged bully may require subsequent support too. Note reference here to the school's **Behaviour policy**.
- **Careful and detailed discussion with the alleged bully** will occur to help them to consider how their actions have offended and hurt the victim, and how they can now learn to behave in ways

which do not cause harm, and how they can repair the harm they have caused. These discussions must involve liaison with the bully's parents or guardians.

- A **letter** will follow to the parents or guardians warning about future sanctions for any continued bullying behaviour.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A **monitoring and review strategy** will be put in place.
- Where it benefits the perpetrator, a meeting will be convened that involves parents to aid children in understanding the implications of their behaviour and the possible outcomes.

## APPROPRIATE SANCTIONS AND ACTION

- A referral to the Foundation Well-Being Service (for victim or bully) may be deemed appropriate.
- Gating may be appropriate for boarders.
- All sanctions available within the **Behaviour Policy**.
- **Contact and liaison with the ERSCP Prevent and Education Team Tel: 01482 395500.**

For repeated incidents of bullying or for a single serious case:

- Temporary Exclusion (Suspension) may be considered by the Head of Prep School.
- Permanent Exclusion (Expulsion) may be considered by the Head of Prep School in liaison with the Headmaster.
- In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a referral to the Police or to Social Care (ERSCP – LADO). **ERSCP – LADO Tel: 01482 396999, Pocklington Police 01759 448655. Refer to the Child Protection Policy for all further contact details and guidance.**
- The school will always look towards supporting the alleged bully toward rehabilitation into the community once the sanction is complete. Due acceptance and remorse by the alleged bully is the ideal resolution. Both child and parents to have access to Pastoral Lead/Head of Pre-Prep for support.
- Ensure that the pupils involved are carefully monitored and that the situation has been satisfactorily resolved.
- Following from the incident, contact should be made with the victim's parents in order to record satisfactory closure of the incident. This should occur within, for example, 4-6 weeks as appropriate.

### Equal Opportunities relating to EYFS children

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the school's portfolio of equal opportunities policies.

### ADVICE AND A CODE OF CONDUCT IN REGARD TO BULLYING

The school provides below some useful advice for pupils and parents in recognising and responding to behaviour of bullying nature towards another pupil:

- *If you feel you are **being bullied** verbally, physically or emotionally, **do talk** to someone you trust. **Let the school know as soon as possible.***
- ***Never** reply to the bully in the same manner as they are behaving towards you.*
- *If you can, make a **note of the time and date** that you were bullied along with as much as you can remember about what was said, or done, to you.*
- ***Don't react** to bullying or threatening behaviour – this could make matters worse. It also lets the bullying people know that they have got a reaction, which they can exploit. They may get bored quite quickly if you ignore them.*
- ***Remember** that adults in school will look after you and give the support and care you need.*

## Use of ICT and Procedures to Counteract Cyberbullying

### 1. CYBERBULLYING

#### Definition

**Cyberbullying is the use of Information and Communication Technologies, particularly mobile phones and the internet, to deliberately embarrass, upset, humiliate, threaten or intimidate another individual. These actions of cyberbullying refer to incidents between pupils or between pupils and any employee of the school (teaching and support staff), including pupils' bullying or harassment of staff. Forms of cyberbullying include:**

- abusive phone calls
- abusive text messaging
- abusive picture/video clips
- abusive emails
- chat room bullying eg vilification, defamation
- website bullying eg impersonation, peer exclusion
- Sexting (also known as youth produced sexual imagery – this may occur in the contexts of abuse such as bullying/cyberbullying. Incidents will be discussed with ERSCP Children’s Social Care and the Police, with parents involved as the circumstances dictate following guidance from ERSCP/Police. School sanctions following those in the Rewards and Sanctions Policy will be considered as appropriate.
- ‘Upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;\*this is now a criminal offence.

## 2. GENERAL STATEMENT

Under sections of the *Protection from Harassment Act (1997)*, the *Malicious Communications Act (1988)*, the *Computer Misuse Act (1990 regarding hacking)*, and the *Communications Act (2003)*, it is a criminal offence to send an indecent, offensive or threatening letter, electronic communication, article or telephone message. The school may therefore, in appropriate circumstances, take police advice in an incident involving abusive messaging or photography in using Information and Communication Technology.

The school is also committed to the safeguarding of pupils’ welfare, and the school may be obliged to report any suspected child welfare issue to the relevant public authorities eg. ERSCB – LADO/ Social Care or the Police (in particular indecent or sexual images).

### **SIGNS OF CYBERBULLYING – REFER ABOVE TO THE ANTI-BULLYING POLICY**

All staff (teaching and support) should remain vigilant to signs of cyberbullying amongst pupils, and to report their concerns to the pupil’s form tutor, Pastoral Lead or the Deputy Head. Signs may include:

- A pupil upset after using their mobile phone or a computer.
- Unusual quietness, anxiety, depression, secrecy over internet or mobile phone use.

## 3. SANCTIONS ON CYBERBULLYING – GUIDELINES FOR STAFF (REFER ABOVE TO THE ANTI-BULLYING POLICY)

**A Cyberbullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In which case, refer the matter to the Headmaster and the Designated Safeguarding Lead, who will contact ERSCP-LADO as appropriate. Refer to the Child Protection Policy.**

The general guidelines for staff upon receiving a concern over suspected cyberbullying is to follow those given in the Anti-Bullying policy.

### **APPROPRIATE SANCTIONS AND ACTION**

The full range of the school’s sanctions and actions available to counteract bullying (see Anti-Bullying section above and those stated in the school’s Rewards and Sanctions policy) may be applied in incidents of cyberbullying. Liaison between Housemaster/mistress, Head of Division,

Pastoral Director and the Headmaster will occur as appropriate to confirm any sanction or action point.

**Other ICT-related sanctions may also be applied to pupils for instances of misconduct in using ICT or for involvement in cyberbullying.**

**Incorrect use of Mobile Phones or Digital Cameras**

- Mobile phones are not to be used in the Prep School and must be handed in to the School Office. Only those pupils with permission from parents and who travel to school either by bus, or on foot, are allowed to bring mobile phones to school.
- Pupils may be banned from bringing mobile phones into school (with due regard to safety and parental contact requirements).

**Network Abuse**

- One or more weeks limited access depending upon the severity of the abuse. Contact with parents.

**E-mail Abuse**

- One or more week's withdrawal of e-mail privileges depending upon the severity of abuse. Contact with parents.

**Internet Abuse**

- One or more week's limited internet access depending upon the severity of the abuse. Contact with parents.

In all cases, any contact with parents may include a copy of the abusive incident being sent home with accompanying letter.

The school will look to reduce any educational impact of the sanction and "limited access status" to the internet may still allow the pupil to access certain websites needed for study at the discretion of the relevant Prep School Manager.

The school may also advise any victimised pupil and their parents to contact the service provider of the social network site or mobile phone to inform of any misconduct and to ask how to prevent further recurrence.

**4. Searching Electronic Devices.**

Refer to the DfE Guidance: Searching, Screening and Confiscation (Jan 2018) and BBP No 15 (2015) for full guidance. See also the Pocklington School Policy on Pupil Involvement with Smoking, Alcohol and Dealing with Illegal and Legal Substances and the Policy for the Use of ICT.

**Statutory Guidance for Dealing with Electronic Devices**

1. *Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.*

2. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:  
**In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.**

**Also note:**

Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

**Telling parents and dealing with complaints**

- 1) Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- 2) There is no legal requirements to make or keep a record of a search.
- 3) Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- 4) Complaints about screening or searching should be dealt with through the normal school complaints procedure.

**ADVICE AND A CODE OF CONDUCT IN REGARD TO CYBERBULLYING**

The school provides below some useful advice for pupils and parents in using ICT.

- If you feel you are **being bullied** by email, text or online, **do talk** to someone you trust. **Let the school know as soon as possible.**
- **Never send** any bullying or threatening messages.
- **Keep and save** any bullying emails, text messages or images. (Section 3.3.3. DCSF Cyberbullying Guidance)
- If you can, make a **note of the time and date** bullying messages or images were sent, and note any details about the sender.
- **Don't reply** to bullying or threatening text messages or emails – this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't give out** your personal details online – if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't forward** abusive texts, emails or images to anyone. You could be breaking the law just by forwarding them. If they are offensive towards yourself or others, keep them as evidence and don't reply to the sender.
- **Don't** ever give out passwords to your mobile or email account.
- **Remember** that sending abusive or threatening messages is against the law.

**This policy should be cross referenced with the following other policies:**

- Child Protection Policy – section 11: Use of Mobile Phones and Cameras (including in the EYFS section)
- EYFS Policy – pages 9-10: Use of Mobile Phones and Cameras
- Policy for the Use of Information and Communication Technologies, which incorporates the Pupil Acceptable Use Policy (AUP)
- Mobile Phone Use for Students Policy

**ADVICE TO PUPILS AND PARENTS**

Pupils or parents who are concerned about receiving any form of electronic communication or who would like further information of a technical nature are much encouraged to speak to a member of staff at the school. In the first instance this might be the Pastoral Lead (Mrs Rogers), the Head of Pre-Prep and Deputy Head (Mrs Cobb). For more technical information, to Mr Bull (Computing Co-ordinator) and Mrs Steel (PSHE Co-ordinator). Websites providing good advice about cyberbullying can be found at:

[www.childnet.com](http://www.childnet.com)

[www.chatdanger.com](http://www.chatdanger.com)

<http://www.need2know.co.uk/relationships/bullying/article1589>

[www.cyberbullying.org](http://www.cyberbullying.org)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.besafeonline.org](http://www.besafeonline.org)

[www.iwf.org.uk](http://www.iwf.org.uk)

[www.safekids.com](http://www.safekids.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

I D Wright

Head of Pocklington Prep

*May 2010*

*Updated:*

*Mrs S Cobb December 2011*

*Mrs S Cobb May 2012*

Reviewed April 2013

Updated: IDW Nov 2013,

Updated: A Ward Aug 2014 (name change Lyndhurst to Prep)

R Stewart March 2015

Updated: IDW May 2016; IDW August 2016; IDW March 2017, IDW September 2017, IDW August 2018, IDW October 2018, IDW September 2019



**REPORT OF ACTION TAKEN AS A RESULT OF A BULLYING INCIDENT**  
**COMPLETE ONE FORM WITH REFERENCE TO THE ALLEGED BULLY AND ONE FOR THE VICTIM, PASSING**  
**ONTO THE RELEVANT PASTORAL LEAD, ASSISTANT HEAD (PRE-PREP) AND DSL AS BELOW**

ALLEGED BULLY.....

DATE .....

REPORTED BY ..... (staff initials)

VICTIM .....

NATURE OF BULLYING, e.g.

Physical

Verbal

Property

Psychological

Cyber

Other .....

DETAILS

.....  
.....  
.....  
.....

ACTION TAKEN

REPRIMAND

SANCTION  Details .....

REFERRAL TO ..... (staff)

OTHER .....

FOLLOW-UP (Pastoral Lead/Head of Pre-Prep), e.g. Details of any meetings or parental communication (refer to attachments if required):

**Once fully complete, this form is to be given to the Pastoral Lead or Head of Pre-Prep and a copy passed to Designated Safeguarding Lead.**