PRESTFELDE ANTI-BULLYING POLICY

SEPTEMBER 2026

Author(s)	Mr M Haswell
Review body	Education Committee
Applies to	Whole School (including EYFS, day pupils and boarders)
Governor approval date	Autumn 2026
Date of review	August 2026
Date of next review	August 2027
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
15/8/25	Updated all the changes related to KCSIE 2025	MH
16/8/25	Changed names of staff that have left and updated with new staff	MH
17/8/25	Checked our Policy against the Shropshire Local Authority Policy/The Key Policy/ISBA Policy	MH

PRESTFELDE

Anti-Bullying Policy

Prestfelde School

September 2026

This policy takes into account the following documents, these policies work together to safeguard children at Prestfelde school including Boarding and Co-curricular and therefore should be read in conjunction with one other:

- Keeping Children Safe in Education (KCSIE 2025)

- Positive Behaviour Policy and procedure
- Acceptable Use and Online Safety Policy
- Supervision Policy
- SMDCS Policy
- GDPR Policy
- PSHE Policy and Medium-term plans
- Behaviour in Schools (DfE, February 2024)
- Preventing and Tackling Bullying (DfE, 2017)
- Searching, Screening and Confiscation (DfE, 2022)
- Teaching Online Safety in School (DfE, 2023)
- Equality Act 2010 (Protected Characteristics)
- Education (Independent School Standards) Regulations 2014, Part 3, Para 10
- ISI Framework (2023)
- National Minimum Standards for Boarding (2022)
- Prestfelde Safeguarding Policy

The following policy document has been produced in line with the guidelines provided in the Disability Discrimination Act 1995, The Equality Act 2010 and revised National Minimum Standards for Boarding Schools 2022.

AIMS AND OBJECTIVES

At Prestfelde School, our community is based upon respect, good manners and fair play.

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 his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation, so that they can learn in a relaxed, but orderly, atmosphere.

All pupils should care for and support each other.

Prestfelde School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Prestfelde School in maintaining high standards of behaviour. It is essential that school and our pupils' homes have consistent expectations of behaviour and that they co-operate closely together.

Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request / on request and for perusal in the school office during the school day. It is also available and known to staff and boarders, including junior and recently appointed staff.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

This policy applies to all day and boarding pupils in the school, including those in the Early Years Foundation Stage.

We will:
- Prevent bullying wherever possible through education, culture, vigilance, and proactive systems.
- Respond to incidents quickly, proportionately, and effectively.
- Support pupils who experience bullying and provide appropriate interventions for those who engage in bullying.
- Work in partnership with parents and carers.
- Maintain a culture of openness where concerns can be raised without fear.

The policy aims to:

- to actively promote and safeguard the welfare of pupils at the School;
- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School;
- to prevent bullying, detect it when it occurs, and respond to it appropriately on a caseby-case basis; and
- to help to promote a whole school culture of openness, safety, equality and protection from all forms of harm and abuse.
- This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the school to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers.
- The School welcomes feedback on how we can continue to improve our policies.

RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS

The Prestfelde Governing Body has overall responsibility for all matters which are the subject of this policy. To ensure the efficient discharge of its responsibilities under this policy, the Prestfelde Governing Body has allocated the following tasks:

Task	**Allocated to**	**When/frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Mr M Haswell	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken	Mr M Haswell	As required and at least termly

in response and evaluating effectiveness		
Seeking input from interested groups (such as pupils, staff, parents) to consider improvement to the School's processes under the policy	Mr M Haswell	As required and at least annually
Formal annual review of the School's safeguarding policies and procedures and their implementation	Governing Body	At least annually

DEFINITIONS

Where the following words or phrases are used in this policy:

References to the Proprietor are references to the board of Governors.

References to the Head may include deputies.

References to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil e.g. legal guardian, education guardian and or carer.

DEFINITION OF BULLYING

Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". Bullying will not be tolerated by the School because:
it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation; and
it is contrary to all our aims and values, our internal culture and the reputation of the School.
Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups.
Bullying may be:

- Physical: hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
- Verbal: name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
- Non-verbal abuse: hand signs or text messages (see also cyberbullying below);
- Emotional abuse: controlling or manipulating someone, making silent, hoax or abusive calls;

- Exclusionary behaviour: intimidating, isolating or excluding a person from a group;
- General unkindness: constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;
- Initiation / hazing type behaviour: rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
- Low level disruptive behaviour: wearing "banter" and "horseplay" over a prolonged period of time;
- Cyberbullying: bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix 1 to this policy for guidance for pupils about cyberbullying. The School's separate acceptable use of ICT policy sets out the School rules about pupils' use of technology including mobile electronic devices;
- Prejudice-based bullying: bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;
- Harmful sexual behaviours: includes sexual harassment and sexual violence: (a) sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to: (i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; (ii) sexual jokes or taunting; 6 (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature; (iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence. (b) sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

  Discrimination-based bullying: bullying may also be:
- sexist: related to a person's sex or gender reassignment;
- racist, or regarding someone's religion, belief or culture;
- related to a person's sexual orientation (homophobic bullying);
- related to pregnancy and maternity;
- related to a person's home circumstances;
- related to a person's disability, special educational needs, learning difficulty, health or appearance;
- related to a person's age; or
- LGBT-based bullying: Children who are lesbian, gay, bisexual, or transgender (LGBT) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or are not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members

of staff to help counter homophobic, biphobic and transphobic bullying and abuse.

- Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.
- Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts.

- A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

THE SCHOOL'S RESPONSE TO BULLYING

At Prestfelde School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Response to concerns

When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:

consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's child protection and safeguarding policy and procedures will be followed;

advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;

- advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed, including where appropriate preparation of a Pastoral Care Plan (PCP) by the Deputy Head Pastoral;

- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);
- a disciplinary sanction against the bully, in accordance with the School's behaviour policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's behaviour policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;
- confiscation of mobile electronic devices, monitoring procedures increased and/r access to the School's internet and email facilities limited if the incident involved cyberbullying (see the Acceptable use and Online Safety policy);
- action to break up a "power base";
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the School's acceptable use of ICT policy for pupils);
- moving either the bully or victim to another House or form group after consultation with the pupil, their parents and the relevant staff;
- involving children's social care or the police;
- notifying the parents of one or both pupils about the case and the action which has been taken;
- notifying external agencies where appropriate;
- such other action as may appear to the Head to be appropriate.
- The position should be monitored for as long as necessary thereafter. Action may include:
- sharing information with some or all colleagues and with pupils in the Form / Year so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School.

SUPPORTING THOSE THAT ARE SEVERELY IMPACTED BY BULLYING

The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn. The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.
If the pupil is considered to have significantly greater difficulty understanding a situation, which has triggered the use of this policy, and is different to the majority of those pupils of the same age, then School will consider whether the pupil will benefit from being assessed for further appropriate support by a qualified professional working in this area of expertise.

TRAINING

- The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including governors) and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially: (a) having an understanding of the groups who may be more vulnerable to bullying; (b) awareness of the risk and indications of bullying, and how to deal with cases; (c) counselling skills (including bereavement); (d) awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.
- The level and frequency of training depends on role of the individual member of staff. The School maintains written records of all staff training.

RISK ASSESSMENT

- Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- The format of any such risk assessment may be a stand-alone document or recorded on the School's electronic safeguarding management system. It may vary and may be included as part of the School's overall response to a welfare issue and include the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the format used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- The Headmaster has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored, evaluated and reviewed.
- Day to day responsibility to carry out risk assessments under this policy will be delegated to Deputy Head Pastoral who have been properly trained in, and tasked with, carrying out the particular assessment.

RECORD KEEPING

- All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.
- The Deputy Head Pastoral will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.
- The Deputy Head Pastoral will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.
- The Deputy Head Pastoral maintains a centralised sexual harassment and violence log which is kept separately where bullying behaviour relates to sexual harassment and violence.
- The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the overarching data protection policy. In addition, staff must ensure that they

follow the School's data protection policies and procedures when handling personal data created in connection with this policy; this includes the School's data policies.

Staff Responsibilities

- To implement procedures to confront bullying of any form.
- Remain calm.
- To listen to all parties involved in incidents.
- Follow Behaviour Flow Chart
- To investigate incidents promptly and as fully as possible.
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate.
- To promote the use of interventions which are least intrusive and most effective.

- To take appropriate action and to refer to SLT/DSL as appropriate.

SIGNS OF BULLYING

A student may indicate emerging patterns of behaviour that identify that he or she is being bullied. These signs are quickly and responsively identified by teachers and adults in charge of the children throughout the daily routine. All adults are daily aware of these possible signs and will automatically follow Prestfelde policies and procedures to ensure action is taken swiftly and effectively to prevent further incidents of bullying. See procedures below and Appendix flowchart.
Examples of the signs that a child may be being bullied could be:

- Is frightened of walking to or from their school.
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- Is unwilling to go to school.
- Becomes withdrawn, anxious, or lacking.
- Changes in behaviours
- 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 Medical Centre with symptoms such as stomach pains, headaches etc
- 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, experiencing nightmares etc.
- Talking of suicide or running away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by teachers with parents.

All reported cases of bullying incidents are recorded as such, to be able to monitor and evidence a pattern of behaviours and/or incidents over time.
Although bullying is often described as happening over time, each incident recorded and monitored may be one incident within a pattern or the start of a pattern.

PROCEDURES

1. Report bullying incidents to staff, Head of Year/School, SMT or SLT
2. In particular cases of bullying, the incidents will be recorded by staff via Class Charts.
3. In particular cases parents should be informed and will be asked to come into a meeting to discuss further.
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.
6. See Behaviour Policy and appendix flow chart.

Other intervention and support which supports an understanding of Bullying and Prestfelde School expectations:

Support for Pupils (including boarders and our youngest pupils)

- Pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.

- We use appropriate assemblies to explain the school policy on bullying.

- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.

- Other lessons, particularly RS, English and Drama highlight anti-bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing positive social skills.

- All our pupils are encouraged to tell a member of staff at once if they know bullying is taking place, in line with our policy on whistleblowing.
- We have a trained counsellor, providing specialist skills of assessment and counselling, employed by the school who can work 1:1 with children and staff. She is available to give advice and counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil to her.
- The School Chaplain, will give support and guidance to pupils of all faiths who may be referred by school or are able to refer themselves to him. The Chaplain will provide advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- Staff are always on duty at times when pupils are not in class with their teacher and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. (See Supervision policy.)

Boarding House support

- In the boarding house, there is a strong team of tutors supporting the House Mistress and the Matron, 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 the formal classroom. A member of the boarding house staff is always on duty to supervise the pupils.
- Our Medical Centre and our boarding house display[s] advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, NSPCC, Shropshire Safeguard Team, and Children's Rights Director.
- All pupils have access to a telephone helpline enabling them to call for support in private.
- Children have access to the Prestfelde Independent person.
- We provide leadership training to our Heads of School and their team of monitors/heads of House/senior pupils which specifically covers the importance of offering support and assistance to both younger and vulnerable pupils. This also covers identification and support for instances of bullying.
- We have banned initiation ceremonies designed to cause pain, anxiety or humiliation.

Support for staff

- All members of staff, especially new members of staff, are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their first week at Prestfelde School. They are required to read and sign that they understand the school's policy as part of their induction.
- All reported incidents are recorded, investigated and monitored via Class Charts.
- Records of any incidents are kept securely on Class Charts in order that patterns of behaviour can be identified and monitored weekly.
- We have a strong and experienced pastoral team of Form Tutors, Heads of School, and Year support the Deputy Head, who meet weekly and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- The pastoral team gives support and guidance to the wider staff team by advising and supporting the handling of any bullying incidents, with regard to following school procedures, investigations, collating statements from both victims and bullies and logging within the whole school system.
- Weekly department staff meetings have a pastoral and wellbeing section to each agenda.
- INSET sessions are held regularly to ensure a cohesive way of working. This may be lead internally or using outside experts.
- Our trained Designated Safeguarding Lead is an important part of our pastoral support team.
- We encourage close contact between the House Master/Mistress and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- All boarders and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's web site. All boarders know how to report anxieties to their House Master/Mistress or to another member of the pastoral team.

Support for Parents

- Behaviour and Anti Bullying policy and procedures accessible via the School website for all parents.
- Parents are supported in understanding what bullying is and how they can contribute to the prevention of bullying with particular reference to on-line bullying.

A monthly newsletter is circulated to update and support parents in understanding the dangers on-line and how they can safeguard their children effectively at home.

- We foster respectful and open communication with our parents to ensure that we support the whole child's needs, both socially and emotionally.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- Termly parent forums.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

CYBERBULLYING - PREVENTATIVE MEASURES

In addition to the preventative measures described above, Prestfelde school understands and is aware that bullying can take place wholly online:

See Acceptable Use Policy

- Prestfelde school expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- Deputy Head Pastoral (DSL) in line with safeguarding role, works alongside our IT department, in monitoring the safe use of the school on-line systems and equipment.
- We use SENSO to monitor, manage and filter any inappropriate, concerning on-line behaviours or usage. This system alerts us to any possible safeguarding issues.
- All children, parents and staff sign up to agree with our 'Acceptable Use policy' before being linked to the school network.
- To build confidence and resilience in our children and their use of ICT, they take part in regular IT workshops where they discuss internet safety and how to use technology effectively and safely at the start of each year. This is called our ICT Bootcamp. This is both internal through ICT lessons, taking part in National Internet Safety days and campaigns as well as inviting in external providers.
- Within Firefly there is a concern button where children are empowered to whistle blow if they are concerned about anything they see of experience. This is overseen by the Deputy Head Pastoral and reported within Class Charts to build a chronology of events and overseen within the pastoral teams weekly meeting. If the incident is deemed serious then the incident is reported directly to the Deputy Head Pastoral.

- A monthly Internet Safety newsletter is shared with parents to support them in keeping their children safe on-line. This is promoted within the weekly newsletters and via Firefly.
- The management of personal data in line with statutory requirements is vitally important to us at Prestfelde – please refer to our GDPR policy.
- All records identify where bullying incidents are related to protected characteristics as this can help evidence other areas of the regulation such as the Equality Act and SMSC.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal school email address. [Access to sites such as 'Hotmail' is not allowed inside school].
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed in washing and changing areas, or in the bedrooms of boarding houses.
- Although cyberbullying 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 cyberbullying may amount to a criminal offence, it will inform the Police.
- 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 and Safeguarding Policy].
- If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, 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*" (February 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.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted: Please refer to Appendix flowchart.

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved in line with policy and procedures.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the procedures in line with agreed Prestfelde policies and procedures – see flowchart.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded within Class Charts using the Prestfelde incident form. This will be saved centrally.
- If the incident is deemed a safeguarding concern, the incident will be managed in line with our Prestfelde Safeguarding policy and procedure. If the incident is deemed as reportable then this will then be signed and dated before it is given to the Deputy Head who is responsible for keeping all records of bullying and other serious disciplinary/safeguarding offences, securely logged and put on Class Charts-Safeguard My School.
- The incident will be discussed within the weekly pastoral meeting.
- The Deputy Head will inform the tutors of both the bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Positive Behaviour Policy; for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- Consideration of the wellbeing and welfare of the bully will be established and considered. This may include support via our in-house counsellor and/or intervention. It is important to understand the reason behind the actions of the bully so that these can be addressed fully.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support will be sought.
- A way forward, including disciplinary sanctions and counselling, will be agreed. This should recognise that suitable support is needed both for children

who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Positive Behaviour Policy.

- 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 with agreed timelines at this meeting – see Flowchart.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Prestfelde School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

Reported case of bullying by staff

In the case of a bullying accusation against a member of staff, the School would follow this procedure in the same way, taking care to:

- Ensure that all safeguarding procedures are followed – see Safeguarding policy.
- Safeguard the child at all times.
- Establish a chronology of evidence
- Refer to the Staff handbook with regard to competency and disciplinary procedures.

Outcomes

The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.

- Assertive training
- Counselling (Mentor, SLT, other)
- Use of home / school communication books.
- Involvement of external agencies
- Monitoring by Mentor/Learning support
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract.
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered.
- If possible, the students will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

EYFS CHILDREN

Even the youngest children are encouraged to behave towards each other with kindness and consideration.

Little Prestfelde's chapels focus upon the value of the month with examples of how they can foster positive behaviours towards each other. This includes explicit teaching about Bullying behaviours and how unacceptable these are. Children at this early age start to understand what bullying is.

Respect and empathy form a large part of the teaching and on-going pastoral expectations throughout the routine. All adults within the community share information from observations and incidents via Class Charts and weekly staff meetings. Any concerns or issues become a whole staff focus through observation and developmentally appropriate intervention.

Children learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. See EYFS curriculum policy and Positive Behaviour policy.

The Head of Little Prestfelde, is in day-to-day charge of the management of behaviour in the Early Years Department.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions. On-going day to day communication with home is essential.

Occasionally, a child may be spoken to by the Head of Little Prestfelde alongside their class teacher, who will explain the inappropriateness of a particular action, but such instances are rare. Parents are always informed via a face-to-face conversation at the end of the day or a phone call home. If it has not been possible to contact the parents directly then a note via email explaining that their child's class teacher wishes to make contact.

In cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the school to discuss the situation with their child's teacher and the Head of Little Prestfelde, to agree upon a partnership approach and strategies to rectify and resolve the behaviour. We believe that early intervention and partnership with parents is key in teaching the children how to be a good citizen for the future.

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

If bullying continues and you are not satisfied with the school's response, then contact the Safeguarding Link governor:

Safeguarding Link Governor
Mrs Nikki Cooper
01743 245 400

Other alternatives for support are:

- A friend
- An older pupil
- Your form tutor
- Matron
- The Headmaster
- The Designated Safeguarding Lead (Mr Haswell)
- Head of Well-Being Mrs Keogh-Jones
- SENDCO-Mrs Price
- Parents
- The Chaplain
- Childline – 08001111
- NSPCC – 0808 800 5000
- Office of the Children's Commissioner (OCC) - 0800 528 0731
- www.kidscape.org
- www.bullying.co.uk
- www.nspcc.org.uk
- www.rights4me.org

The school supports initiatives such as 'Anti-bullying week' Safer Internet week and 'Cyber bullying awareness'

Appendix 1

Cyberbullying: guidance for pupils

The Department for Education's guidance Preventing and tackling bullying (DfE, July 2017) states that "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 time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click".

2 Cyberbullying is bullying that takes place using technology.

2.1 It can take the form of many behaviours including: a) harmful messages (text, instant, multimedia, email) b) impersonating another person online c) sharing private messages d) uploading photographs or videos of another person that leads to shame and embarrassment e) creating hate websites / social media pages f) excluding people from online groups.

3 Pupils should remember the following:

3.1 use the security settings when using technology;

3.2 regularly change your password and keep it private;

3.3 always respect others - be careful what you say online and what images you send; 3.4 think before you send - whatever you send can be made public very quickly and could stay online forever;

3.5 if you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, the School's Independent Adult, or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;

3.6 don't retaliate or reply online;

3.7 save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;

3.8 block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;

3.9 don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

4.0 You may find the following websites helpful:

4.1 http://www.childnet.com/young-people

4.2 https://www.thinkuknow.co.uk/

4.3 https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx

4.4 https://www.saferinternet.org.uk/advice-centre/young-people 18

4.5 http://www.safetynetkids.org.uk

4.6 https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/

4.7 https://www.bbc.com/ownit

5 Please see the School's acceptable use of ICT policy for pupils which sets out the School rules about the use of technology including mobile electronic devices.

Internet safety measures (including use of filters and monitoring of usage and mobile technology are set out in the School's online safety policy and /or acceptable use of ICT policy.
6. In addition to the above issues associated with the appropriate use of technology are discussed both inside and outside the classroom. All junior pupils follow a structured programme of technology in the embedded curriculum. This work includes emphasis on the appropriate and responsible use of technology. In addition to this, important and pertinent issues are raised in PSHE and within the tutorial programme. Pupils are reminded of the need to think carefully about what private information they may have in the public domain. Occasional year group Assemblies may also be used as well as external specialists in the area of 'online safety' and safeguarding.

7. For further information and guidance about cyberbullying and e-safety, please see the Department of Education's Advice for parents and carers on cyberbullying (DfE, November 2014).

Appendix 2: Flowchart – Cyberbullying

Step 1: Cyberbullying incident reported or detected via monitoring systems (e.g., SENSO).
↓
Step 2: Member of staff/DSL records and secures evidence (screenshots, messages, etc.).
↓
Step 3: DSL reviews severity:
- Low-level (unkind messages, exclusion): managed internally.
- Serious (threats, sexting, upskirting, harassment): Safeguarding procedures and possible referral to Police.
↓
Step 4: Parents informed and engaged.
↓
Step 5: Sanctions applied as appropriate – in line with Behaviour Policy & ICT Acceptable Use Policy.
↓
Step 6: Support for victim(s) – counselling, safe online guidance.
↓
Step 7: Support/intervention for perpetrator(s).
↓
Step 8: Follow-up monitoring by DSL and pastoral team.

Prestfelde Anti-Bullying Flowchart

PRESTFELDE

Ensure that records identify where bullying incidents are related **to protected characteristics**.

Zero Tolerance Anti Bullying Culture at Prestfelde School

We encourage and expect all parties to report any concerns they might have.

Who to contact

Class/Form Tutor
Head of school
Head of Year
Head of Well Being
Head of Boarding
Deputy Head Pastoral – Mike Haswell
Worry Box

Proactive Strategies to reduce, minimize and stop bullying before it starts.

PHSE Programmes
Weekly monitoring of children's wellbeing and chronology of incidents on Class Charts

All reported cases of bullying incidents are recorded as such, to be able to monitor and evidence a pattern of behaviours and/or incidents over time.

Each incident recorded and monitored may be one incident within a pattern or the start of a pattern.

Incident Reported

Input into Class Charts recording children involved, date, time and type of incident.
Overseen and analysed/monitored by Form Tutors

Parents and Pupils involved informed.
HoY, Form Tutor/Teacher/TA informed
Pastoral Lead MH informed
Gov informed if race related.

1 school day

Investigation

Facts established
Pupils spoken to separately
Statements taken and uploaded to the evidence trail within Class Charts

Parents and Pupils involved informed.
Pastoral Lead informed
Gov informed if race related.

2 school days

Action short term

Sanction: Reprimand, contact parents, detention, removal from social time, Exclusion, Police.

Restorative Approach:
Pair, group, with parents, with Police

Parents and Pupils involved informed of actions.
Pastoral Lead informed
GOV if race related.
Recorded by anti-bullying Coordinator (Pastoral Lead)

Victim support & Objectives for perpetrator put into place

Issue Resolved

Action- Longer Term

- Referral by Pastoral Team to the Welfare support
- Older student mentor assigned
- Counselling planned.

REVIEW

With parents and children
After 1 week
After 4 weeks
After 3 months
If review shows unresolved issues investigation recommences.

A termly review will take place with DSL and Safeguarding Governor.