



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Anti-Bullying Policy





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Anti-Bullying Policy

Purpose

Bullying is a serious matter; it can be physical or emotional and can cause psychological damage. All forms of bullying are taken extremely seriously by Auckland College Independent School and are acted upon swiftly and appropriately. Bullying in any form will not be tolerated at our school.

The purpose of the policy:

- To inform pupils, parents and the school community that bullying and cyber-bullying are completely unacceptable and must be stopped;
- To train staff so that they are able to implement the policy;
- To act immediately if and when there is a concern that bullying is or could take place;
- To listen to pupils and support them when they need help;
- To make all pupils know that they must not bully, tolerate bullies or stand by and allow bullying to take place;
- To train pupils so that they are able to actively support this policy and the aims and ethos of the school.

This policy is made available to parents via the school website and is available in hard or electronic copy on request.

Anti-Bullying Co-ordinator

The school anti-bullying co-ordinators are: Mrs Collins (EYFS), Miss Kelly (Prep), Miss Whitehouse (Seniors).

Delegation of responsibility

- All staff must be alert to children who may be vulnerable and at risk from bullying;
- Each member of staff shall be responsible to maintain an educational environment free of bullying and cyber-bullying;
- Each pupil shall be responsible to respect the rights of his/her fellow pupils and to ensure an atmosphere free from all forms of bullying and cyber-bullying;
- Pupils shall be encouraged to report bullying or cyber-bullying complaints to any staff member.
- The Headteacher is responsible for all sanctions relating to bullying;
- Form/Class Teachers are responsible for tracking and discussing emerging trends that may ultimately lead to a bullying situation. These are regularly discussed with the Senior Leaders and the Headteacher.

Auckland College Independent School strives to provide a safe, positive learning climate for pupils in the school. Therefore, it shall be the policy of the school to maintain an educational environment in which bullying and cyber bullying in any form are not



tolerated. If bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively.

Auckland College Independent School is a TELLING school – anyone (including parents) who is aware that bullying is possibly happening is expected to tell a member of staff and all staff are expected to be vigilant.

In the event of harassment and/or threatening behaviour which is persistent, the school may pass information on to outside agencies to investigate whether or not a criminal offence has taken place. However, the school also understands that while some unpleasantness is clearly deliberate and aggressive, other incidents are known to be unintentional and the result of simply not thinking about the consequences. In such situations, it may be more appropriate to support both victim and perpetrator through education and increased awareness rather than punishment.

The content of the policy and its relationship to other policies

This policy should be considered in conjunction with other written policies on behaviour, e-safety, cyberbullying, safeguarding and wellbeing.

Local and National guidance

- The Equality Act 2010 DFE Advice - Preventing and tackling bullying (July 2017)
- Cyberbullying: Advice for headteachers and school staff (2014)
- The Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance (2024)

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, photographs, email or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sexual orientation, homophobia, SEND or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; the school will make our own judgment about each specific case.

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.



Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention (in line with the school behaviour policy) can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying (both physical and emotional) is taken seriously at Auckland College Independent School, and we recognise that it can cause psychological damage to the victim. Although our definition of bullying states that this is 'repeated over time', we will still take action in response to a single incident and record this on the bullying log.

Bullying on the basis of protected characteristics is taken particularly seriously.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The Anti-Bullying Alliance (<http://www.anti-bullyingalliance.org.uk/>) applies the following three conditions to define incidences of harmful interpersonal behaviour as bullying behaviour.

Behaviour is bullying behaviour if:

- It is repetitive, persistent
- It is intentionally harmful/hurtful and is carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless

Bullying is behaviour which harasses, humiliates, intimidates or oppresses other people. It may take the form of abuse of a person or property, verbal criticism, taunting or psychological pressure.

- **Physical** - pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.



- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion Indirect - Can include the exploitation of individuals.

Cyber bullying (see additional policy)

Cyber-bullying is an intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail maliciously to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Youtube, TikTok, Ratelyteacher; Instagram etc

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The Sharing nudes and semi-nudes: advice for education settings working with children and young people, guidance should be consulted if appropriate [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#). In such cases this will be dealt with by the Headteacher. For further information please see <http://www.childnet.com/>. Additional technical advice to support cyberbullying is available from the government. [Advice for parents and carers on cyberbullying](#)

The school also has a separate policy on cyberbullying that is available on the school website. This policy takes into consideration non-statutory advice: Cyberbullying: Advice for Headteachers and school staff 2014.

Special Educational Needs and Disability

As a school we recognise that those from protected characteristics, as well as SEND pupils, can be at a higher risk of prejudice-based bullying. As part of our whole school CPD the school invests in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It



replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Auckland College Independent School complies with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Child on Child abuse

For any form of suspected child on child abuse which includes:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence or sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting
- Initiation/hazing type violence and rituals

Consult the school's child protection policy and the school's statement against sexual harassment alongside this policy.

Identifying the bully

Bullies cannot be stereotyped but they do have some things in common:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control;
- Bullies tend to lack empathy; they may find it difficult to imagine what the victim feels;



- Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment;
- Bullies tend to be manipulative and devious in some instances.

Identifying the victim

- Bullies tend to pick on vulnerable children. Victims may be pupils who:
- Are new to the class or school;
- Are different in appearance, speech or background from other pupils;
- Suffer from low esteem;
- Demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control;
- Are more nervous or anxious.

Vulnerability isn't always visible to adults.

The victim may look like any other child. Some victims may recover; some may bury the experience. It is important to recognise the early signs of distress, such as:

- Deterioration of work;
- Continual reporting of illness;
- Isolation;
- Desire to remain with adults;
- Erratic attendance / Unwillingness to go to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- 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;
- Unexplained cuts and bruises;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares;
- Talking of suicide or running away from home or school.

The School's Approach

Auckland College Independent School aims to work together with staff, parents and Directors, as well as pupils, to show that we believe that any form of bullying is unacceptable and to set an example which reflects that view.

All members of the school should help to create an atmosphere in which bullying will be spoken about openly, taken seriously and responded to with appropriate action. Anyone who is being bullied should tell his or her parents and preferably his or her Form/Class Teacher, or another member of staff.

It is important that any cases of bullying are reported to someone whom the victim feels able to talk. Auckland College Independent School wants to help and has many years' experience of doing so.



The school expects its members to:

- Treat each other with respect and sensitivity
- Think carefully before speaking or acting in ways which may cause argument
- To avoid any kind of physical games or activities which could develop into overly assertive behaviour
- Respect differences and variety- remembering that everyone has both rights and duties
- Realise that sometimes what may seem fun to some may seem much more threatening to others
- Work together to create a school in which people live harmoniously
- Help protect and build up those who are unhappy or vulnerable
- Make a stand against those who ignore or are against these aims

Positive values of mutual respect and concern will be promoted by explicit encouragement in a wide range of contexts from assembly and Well-being lessons, to form time and discussion opportunities.

Implementation of the policy

Stage 1: Preventative measures

Auckland College Independent School tries to ensure that as far as is reasonably practicable, bullying is prevented. The first stage in this process is to carry out preventative measures designed to discourage bullying, e.g. knowing the site, supervision of pupils at breaks, opportunities for pupils to discuss bullying and to practise interpersonal skills in a range of subjects including Wellbeing. Pupils are encouraged to tell of and share their feelings and concerns or anxieties. Close working relationships between Class / Form teachers, and pupils are fostered to facilitate ease of such conversations.

Our school community of pupils and staff aim to build an environment of trust so that if bullying takes place, pupils will feel that they CAN and SHOULD tell their class teacher or other members of staff.

A school-wide observation exercise is carried out at regular intervals to chart trouble spots.

This exercise involves:

- Spot checks – places where bullying may take place
- Discussing this with pupils and where appropriate getting pupils to write about (or to draw a plan of) areas of the school which are safe or unsafe, and what should be done about this
- Asking pupils to write anonymously about bullying and what should be done about it



- Keeping full records of all incidents to enable patterns to be identified, discussed and resolutions recorded
- All parents sign a terms and conditions documents that agrees to adhere to the school behaviour policy and sanctions
- Raising awareness through staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely
- Pupils are familiarised with the school's policy on bullying through assemblies and the anti-bullying week activities
- Pupils who join the school later in the academic year are made aware of the policy and are allocated a 'buddy' (a pupil in the same year group group)
- Senior staff patrol the school at breaks and lunch times
- Pupils are given the opportunity to inform the school of any matters of concern through their Form/Class Teacher, Teaching Assistants and surveys of pupil voice
- Bullying as an issue is covered in curriculum areas such as PSHE, English. The approaches adopted in these areas are consistent with the school's policy on Bullying and emphasise the responsibility of all to speak out against it. These strategies aim to build resilience and promote an understanding of themselves and others, promote and understand the differences between people and avoid prejudice-based language.
- In Early Years and Prep, Class teachers help pupils to prevent or reduce bullying incidents by teaching them effective ways of making and keeping friendships and also help with 'disintegrating friendships'.
- In Early Years and Prep, pupils are encouraged to sort out small friendship issues and disagreements themselves, so preventing escalation of undesirable behaviour.

Pupils are encouraged to follow **TAG**:

- **T** Tell the pupil how their behaviour makes you feel.
- **A** Ask him/her to stop.
- **G** Get help from an adult if this does not work
- All subjects encourage tolerance and respect for others through group and pair work and through discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds
- All teachers will be watchful and observe the social relationships between pupils in class

Both potential victims and bullies are supported by:

- Training victims to be more assertive or more skilled socially
- Teaching bullies to control their aggression or be more empathetic

Involving other pupils in helping victims and bullies:

- Anti-bullying week and related assemblies
- Anti-bullying ambassadors
- Peer mentoring
- Standing agenda item at School Council meetings



- Pupil surveys

All staff are trained to be alert to the signs of bullying.

These may include:

- 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
- A change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self-confidence
- Frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- Unexplained cuts and bruises
- Frequent absences, erratic attendance and late arrivals to class
- Nervousness and jumpy when a cyber-message is received
- Asking for extra pocket money or starts stealing money (to pay bully)
- Choosing the company of adults
- Displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares
- Verbal taunts
- Pupils sitting on their own and pupils left out of activity groups during lessons or play activities; and
- Talking of suicide or running away.

PLEASE REFER TO THE SCHOOL POLICY ON E SAFETY AND CYBERBULLYING FOR FURTHER GUIDANCE

Stage 2: If Bullying occurs

All students as well as adults need to recognise that it is their duty to help anyone that they see, or learn of, being made unhappy by the actions of others. Students who feel they are being bullied should feel confident about reporting any incident to a Teacher, or any other member of staff but in the event that this is not possible, there are also other ways of reporting problems, for example:

- Telling a friend who will pass the information on to an adult
- Tell a teacher/form tutor/teaching assistant
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Wellbeing time in form/registration
- Parents/carers to be encouraged to report any incidents of bullying/unkindness/rough play outside of school at an early on stage as possible
- Ring Childline and follow the advice given

If ever a teacher comes across suspected bullying, he or she will:



- Remain calm;
- Take the incident or report seriously
- Take action as quickly as possible to prevent any immediate risk
- Think hard about whether the action needs to be private or public
- Reassure the victim(s)
- Offer concrete help/advice and support to the victim's bully. The advice must be non-directive.
- Make it plain to the potential bully that we disapprove of the behaviour
- Encourage the potential bully to see the victim's point of view
- Refer the incident to SLT
- Log the incident on the MIS system detailing: location, all pupils involved, additional circumstances and any witness statements, any form of injury, screenshots of cyberbullying and emotional state of the pupils should also be noted carefully
- Make it clear it is only bullying when it is repeated knowingly or is a particularly harsh single incident. If there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm the incident will be treated as a child protection issue in line with the Safeguarding and Child Protection policy. (see policy)

The Pastoral Lead will also:

- Inform colleagues, on a need-to-know basis, if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets, changing rooms, coaches (toilets and locker/changing rooms are regularly unattended)
- Investigate the incident thoroughly and if substantiated as bullying, refer this to the Headteacher who will record this on the school bullying log (this investigation will take place as soon as practicably possible and ideally within 24 hours).

They will not:

- Be overprotective and refuse to allow the victim to help him/ herself;
- Assume that the bully is bad through and through;
- Keep the whole incident a secret because he/ she has dealt with it;
- Use an incident of bullying to label a pupil as a problem or disruptive pupil therefore creating a negative perception of the pupil or Year group.
- Discuss the incident openly with other members of staff, parents or pupils who do not have a need to know.

Stage 3: Sanctions

Once a report of potential bullying has been investigated thoroughly by a senior member of staff, any pupil found guilty of the offence will be referred to the Deputy Head/Headteacher. The Deputy Head/Headteacher will notify and invite the parents of the child to school for discussions and appropriate sanctions will be implemented which may include exclusion.



As outlined in the schools Behaviour and Discipline policy, the following course of action will take place

in the event of any suspected maltreatment of a pupil. An initial event where someone has treated someone else unfairly, be it physically, mentally, emotionally or socially will trigger a meeting with a Form Tutor or class teacher. A full investigation will take place and the "potential bully" will be talked to about the effect of their actions.

At this stage a suitable internal sanction will be given to the perpetrator. Where, following a warning, there is a repeat by the same pupil of behaviour already identified as unacceptable, the school would then consider that to be bullying and the Headteacher would decide on a period of internal isolation or fixed term suspension from the school. Should there be a repeat of the above, or in the event of a single serious incident, the Headteacher may, at his discretion, permanently exclude a pupil.

Strategy for Dealing with Bullying (Reacting and Responding Procedures)

The following is a list of actions, available to staff, to be chosen after careful consideration of the seriousness of the situation. Emphasis is upon a caring, listening approach to the pupil who has been bullied and to the alleged bully. Key tasks in responding effectively include:

- Ensure the pupil being bullied is safe and feels safe.
- Establish what happened by listening to different perspectives (including those of the pupil bullied, the alleged bully and those that may witness the bullying).
- Ensure the pupil who is doing the bullying knows it is wrong to bully, takes responsibility for their behaviour and makes amends. Favoured extra-curricular activities may be temporarily removed and/or a letter of apology required to be written, for older children, if appropriate.
- Staff supporting this process in an emotionally intelligent way which focuses on the unacceptable behaviours (not reinforcing a sense of the individual being "bad").
- Staff publicly signalling to the whole school community that bullying is taken seriously and has been responded to well (in age-appropriate fashion e.g. in a class circle time Wellbeing session).
- This process will often include talking with parents.
- Where there is a repeat of behaviour deemed unacceptable towards another pupil or an incident of some severity, this could be deemed to be bullying and may result in pupil exclusion. (See behaviour policy for other sanctions)

Please note that a bullying incident that could be treated as a Child Protection concern i.e. where there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm' the school will report its concern to the local authority MASH team. It is the policy of our School to attempt to resolve bullying issues internally under the school's own procedures; however, if the matter is of such gravity, then police involvement



maybe required. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour)

Bullying Outside of School

The Headteacher has the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

If bullying has occurred outside of school, a pupil or parent who becomes aware of this should immediately contact the school either via the main phone line or via email.

As part of the terms and conditions of attending Auckland College Independent School, in the Head’s reasonable opinion you or the Pupil has acted in a manner that has or is likely to bring the School into disrepute, the school may enforce disciplinary actions.

Actions such as bullying outside of school would fall into this category. Effective communication regarding bullying outside of schools allows the school to “join the dots” of any emerging trends or issues relating to incidents at school.

Auckland College Independent School relies on effective clear lines of communication between home and school.

Cyberbullying - Preventative measures

For the prevention of cyber-bullying, in addition to the measures described above, our school expects all pupils to adhere to following preventive measures:

- Certain sites are blocked by our filtering system and our IT department;
- The School may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- Access to social media sites and personal email sites such as "hotmail" is not allowed from school computers/ tablets inside school;
- How pupils should use and apply Emails are taught in school;
- The safe use of social networking sites outside school and cyberbullying in ICT lessons and wellbeing, which covers blocking, removing contacts from "friend" lists and how to report any concerns about cyberbullying;
- Pupils are taught how to keep names, addresses, passwords, mobile phone numbers and other personal details safe;
- The School does not allow the use of mobile phone by pupils in school other than in designated areas.



Prevention of cyberbullying outside of school

To ensure that sites are used appropriately we also encourage all parents and guardians to consider the following guidelines that are recommended by CEOP. Guidance can be found at the CEOP website <https://www.ceop.police.uk/safety-centre/> and also <https://www.thinkuknow.co.uk/parents/>

- Encourage them only to upload pictures that you as their parents / carer would be happy to see. It's also not a good idea to post pictures which can identify the school which your child attends since this could help someone locate them.
- Tell your children not to post their phone number or email address on their homepage.
- Help your child to adjust their account settings so that only approved friends can contact them. This won't ruin their social life – new people can still send them friend requests and message them, they just won't be able to pester them.
- Check if your child has ticked the “no picture forwarding” option on their social networking site settings page – this will stop people sending pictures from their page around the world without their consent.
- Encourage them not to give too much away in a blog. Friends can call them for the address of the latest party rather than read about it on their site.
- Ask them to show you how to use a social networking site - getting involved will empower them to share the experience with you.

Support and Monitoring Bullying

This will include:

- The class/form teacher of the bullied pupil to lead in identifying immediate and longer-term support needs of this pupil and the alleged bully. This may include friendship-based group work and year groups working collaboratively. It may be helpful to access support from external agencies.
- SLT Staff will need to reflect on the process to identify any lessons for the future (disseminating any learning to colleagues at departmental meetings).
- Lunchtime duty staff will assist in monitoring immediately after events, and liaise with class teacher or Form Tutor
- NSPCC information sheets about tackling cyber bullying, and useful websites for more bullying and internet safety information, are provided to parents,
- Training for all staff regarding anti bullying takes place annually in CPD sessions
- More frequent training is undertaken through bulletins, staff meetings and visiting speakers

Tracking emerging issues

The Senior Leadership Team is committed to tracking and preventing action that may escalate into a bullying situation. Through the MIS system incidents are tracked by:

- Subject
- Participant



- Witness
- Time
- Date
- Location
- Action taken
- Parental communication

This data is analysed by the Senior Leader to identify emerging areas for concern. Any concerns should be raised with the Headteacher immediately. Every six weeks the Senior Leaders track emerging trends of behaviour at the formal tracking meeting. This takes place in the first week of every half term.

Through this tracking areas of the school that may be 'high risk' of bullying, incidents are flagged with immediate information and training given to staff on how to respond and reduce this risk. As well as this the school maintains a log of any bullying issues and regularly analyses this for trends and patterns. All incidents of bullying are also reported to the Directors in the Headteacher's update.