Anti Bullying and On-Line Safety Policy

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Last review date: August 2022

New review date: August 2023

"Burlington House School" refers to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

THE WELFARE, HEALTH AND SAFETY OF PUPILS

STANDARD 3

This document has been updated based on the following documents:

KCSIE (September 2022)

Working together to safeguard children (2018)

Preventing and tackling bullying (2018)

Prevent Duty Guidance: For England and Wales (2015)

The Prevent Duty: Departmental advice for schools and childminders (2015)

The use of social media for on-line radicalisation (2015)

Cyberbullying: Advice for Headteachers and School staff (2017)

Teaching online safety in schools (2019)

Education for a connected world (2018)

Vulnerable children in a digital world (2019)

GDPR (2018)

The 1989 Children's Act was designed to safeguard and promote the welfare of all children and therefore schools have a responsibility to prevent, recognise and deal with bullying in its many forms.

"Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour"
- "Action Against Bullying", Johnstone, Munn & Edwards

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at The Burlington House. Bullying is defined as deliberately hurtful behaviour, which is usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The aims of the school anti-bullying strategies and intervention systems are to:
- Prevent, de-escalate and stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable, proportionate and consistent way
- Provide procedures to follow to disclose, monitor, react to and record bullying to Enable patterns to be identified
- Educate pupils through various methods (e.g. assemblies, projects, drama, stories, SRE, PSHE, ICT etc) about the effects of bullying, how to prevent and spot bullying and the importance of respecting others
- Safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied
- Raise awareness through staff training, in particular annual On-Line Safety training and yearly CP training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.
- The school has and will invest in specialised skills and training to understand the needs of the needs including those with SEN needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) pupils from external agencies, such as the Tavistock Clinic
- Create a positive atmosphere whereby staff (and pupils, especially older pupils such as Prefects) model good behaviour
- Involve parents of pupils involved in a bullying incident on a case by case basis.
- Involve parents in making sure the pupils are clear about the part they can play to prevent bullying including when they find themselves as bystanders. With this in mind, an annual On-Line Safety training event is held at the school for all parents.

The main types of bullying are *(outlined in detail below)*:
- Homophobic or gender identity, transphobic or LGBTQ+ bullying
- Racist bullying, including religious intolerance
- Bullying with regard to SEN or disability
- Bullying with regard to LA care, adoption or is a carer

Bullying may take any or all of the following forms:
- Physical (hitting, kicking, theft)
- Verbal (name calling, cultural, anti-religious, sexual/sexist or racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

- Cyberbullying (in all its forms including social websites, mobile telephones, text messages, photographs and emails)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. The seriousness of bullying is that it may cause psychological damage. Although bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

The school's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. The school will raise awareness through training so that the principles of the policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.

Pupils are encouraged to report bullying to their Form Tutor or any trusted member of staff. This member of staff should immediately follow the steps outlined below.

Policies and procedures will be communicated clearly to parents, pupils and staff and the school will create an environment of good behaviour and respect, where staff model relationships and celebrate success. As far as reasonably practicable, the school will involve parents in making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

The school will listen carefully to both pupil and parent voice on the issue of 'whether pupils feel safe' which is asked in annual surveys. The school will act on any significant issue identified.

RESPONSE TO INCIDENTS OF BULLYING
The following steps must be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be sent in writing to the relevant Pastoral Lead for that Key Stage and copied to the relevant Form Tutor
- The Pastoral Lead will interview all concerned and will record the details of this investigation, and will inform the Form Tutor of details and action to be taken (punitive measures will be used as appropriate). Depending on the seriousness of the incident, bullying may be reported to external agencies such as the police or Children's Social Care. Bullying will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. The DSL will also be informed.
- The Pastoral Lead/Form Tutor will contact parents to inform of the incident/s and what actions are being taken and of any further developments
- The Form Tutor will advise the whole staff (via email/weekly Staff Briefing) to support monitoring

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or member of staff, such as a counsellor, safeguarding officer or other trusted adult
- Reassuring the pupil that action is being taken to address the issue to prevent it from recurring and that this may include disciplinary action
- Offering continued support to restore self-esteem and confidence by Form Tutor, with access to the School Counsellor where required
- A proactive PSHE or SRE programme and opportunities in Social Skills SFL and SaLT sessions to deal with bullying issues.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and its effect on others
- Establishing the need to change; this might take the form of additional work with the Speech and Language Therapists (Circle of Friends, Social Stories etc) and informing parents or guardians to help change the attitude of the pupil at home
- Access to the School Counsellor

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Restorative Justice
- Form Tutor Report
- Individual Behaviour Management Plan
- Internal exclusion
- Fixed-term exclusion, determined by Principal
- Permanent exclusion

HOMOPHOBIC AND/OR GENDER IDENTITY BULLYING

Homophobic or gender identity bullying can be hard to identify because it may be going on in secret. Sometimes the pupil may not want to tell anyone about it in case they are assumed to be gay and/or gender curious This type of bullying looks like other sorts of bullying, but in particular it can include:
- Verbal abuse (including spreading rumours)
- Physical abuse
- Cyberbullying (using on-line spaces to spread rumours)

Responding to homophobic behaviour and gender identity bullying

- Consistently staff should make it clear that homophobic behaviour and gender identity bullying is unacceptable and ensure that pupils who experience it feel supported
- Staff should be sensitive when talking to pupils about incidents, taking into account the worries the pupils may have
- When an incident occurs, pupils should be informed that that homophobic language is offensive and will not be tolerated
- Follow steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

RACIST BULLYING

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious.

Racist bullying is defined as "any incident which is perceived to be racist by the victim or any other person" (MacPherson 1999).

"Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people." (MacPherson 1999)

Categories of Racist Behaviour

- Physical assault because of colour of skin and/or ethnicity
- Verbal abuse or threats, including derogatory name calling, insults, racist jokes, ridicule of individuals for cultural differences e.g. food, music, dress etc
- Racist illustrations or graffiti
- Provocative behaviour, such as wearing racist badges or insignia
- Bringing racist materials, such as leaflets, comics or magazines into school; or accessing these materials online
- Incitement of others to behave in a racist way
- Racist comments, in the course of discussion in lessons or anywhere in school
- Refusal to cooperate with other people because of their ethnic origins

Responding to Racist behaviour

- Consistently staff should make it clear that racist behaviour is unacceptable and ensure that pupils who experience it feel supported
- When an incident occurs, pupils should be informed that that racist behaviour is offensive and will not be tolerated
- Follow steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

BULLYING WITH REGARD TO SEN / DISABILITY DISCRIMINATION

The school takes the same view toward any form of discrimination or bullying based on Special Educational Needs or disability. Actions and sanctions will be implemented in the same way as outlined above for Homophobic and Racist Bullying.

The school will evaluate and make use of curriculum opportunities, such as PSHE/SMSC and Form time in order to instil respect for others. Additionally, the school will raise awareness of what homophobic or racist bullying or disability discrimination is, and how the school will respond, through staff training and whole school gatherings.

CYBERBULLYING and bullying outside the school

Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly electronic devices and the internet, deliberately to upset someone else*. Cyberbullying is a subset or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, bullying related to SEN and disabilities, religion or gender identity based bullying), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm.

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, cyberbullying does differ in several significant ways to other kinds of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target.

On-Line Safety

The Burlington House On-Line Safety policies are embedded within the Anti-bullying policy and are intended to consider all current and relevant issues, in a whole school context, linking with other relevant policies, such as the Child Protection, Behaviour Management and The Burlington House Social Media policies. The policy will also form part of the school's protection from legal challenge, relating to the use of ICT.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision, to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

On-Line Safety encompasses not only Internet technologies but also electronic communications such as electronic devices and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology and provides safeguards and awareness for users to enable them to control their online experiences.

The Internet is an open communications channel, available to all. Applications such as the Web, email, blogs and social networking all transmit information over the fibres of the Internet to many locations in the world at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, it needs to be used safely.

Much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime, radicalisation, terrorism and religious extremism and racism that would be more restricted elsewhere. Pupils must also learn that publishing personal information could compromise their security. The aim of this policy is to ensure appropriate steps are taken to make the virtual world a safe one for all members of the school community.

The School will ensure that staff have appropriate training regarding on-line safety as per KCSIE September 2022. The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, electronic devices, webcams etc place an additional risk on our children. All should be aware of the dangers of sexting or putting children in danger. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education. Protection is Prevention.

The issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

National Guidance

National guidance suggests that it is essential for schools to take a leading role in On-Line Safety. Becta in its "Safeguarding Children in a Digital World" suggested:

"That schools support parents in understanding the issues and risks associated with children's use of digital technologies. Furthermore, Becta recommends that all schools have acceptable use policies, and ensure that parents are aware of the procedures for On-Line Safety within the school. Recognising the growing trend for home-school links and extended school activities, Becta recommends that schools take an active role in providing information and guidance for parents on promoting On-Line Safety messages in home use of ICT, too."

The Byron Review "Safer Children in a Digital World" stressed the role of schools:

"One of the strongest messages I have received during my Review was about the role that schools and other services for children and families have to play in equipping children and their parents to stay safe online. To empower children and raise the skills of parents, I make recommendations to Government in the following areas: delivering On-Line Safety through the curriculum, providing teachers and the wider children's workforce with the skills and knowledge they need, reaching children and families through Extended Schools and taking steps to ensure that Ofsted holds the system to account on the quality of delivery in this area."

The Equalities Act: http://www.homeoffice.gov.uk/equalities/equality-act/

Principles of On-Line Safety

When thinking about the areas of risk, it is useful to remember the four Cs:

1. **Content** – exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, extremism, terror hate, intolerance and radical views) and illegal material (e.g. images of child abuse).
2. **Contact** – grooming using communication technologies leading to sexual assault and/or child prostitution, recruit or contact members of terrorist/extremist organisations
3. **Commerce** – exposure to inappropriate advertising, online gambling and financial scams.
4. **Culture** – bullying via websites, electronic devices or other communications technologies. The downloading of copyrighted materials, such as music and films may involve children in illegal activities or any other actions that contravene British values.

The DSL and leadership team have read annex C regarding Online Safety within KCSIE 2022.
- The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding
- The School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as electronic devices and other internet enabled devices and technology.
- It is recognized that with the advancement of 4G that material can be accessed by pupils. Whilst some filters provided by the school will minimize the majority of inappropriate content it is recognized that not all can be accounted for. The teaching in lessons of PSHE and within the ICT curriculum and external bodies will emphasise what is deemed appropriate or not. Close monitoring of use of electronic devices in-particular for younger pupils will be maintained. If it is felt that children are in breach, measures will be put in place to ensure

inappropriate content will not be downloaded and the school reserves the right of total confiscation. The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

- The School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on electronic devices, which states that all items should be handed in morning registration. In the event of late arrivals, pupils should hand their electronic devices into the office.

The Burlington House On-Line Safety Policy is based on:
- Educating young people to be responsible users of ICT
- Guided educational use
- Regulation and control
- Working in partnership with staff and parents
- The DFE publication: **Teaching online safety in schools (2019)**
- and **Education for a connected world**
- **Vulnerable Children in a Digital World - Internet Matters**

Scope of the Policy (phrasing)

The Education and Inspections Act 2006 empowers Headteachers/Principals, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other On-Line Safety incidents covered by this policy, which may take place out of school, but is linked to pupil membership of the school.

Roles and Responsibilities

This policy will be reviewed annually by the Governors and there is a designated On-Line Safety Officer (Tim Pragnell, DSL).

Principal and Leadership Team

- The Principal is responsible for ensuring the safety (including On-Line Safety) of members of the school community, though the day to day responsibility for On-Line Safety will be delegated to the On-Line Safety Officer.
- The Principal and SLT are responsible for ensuring that the On-Line Safety Officer and other relevant staff receive suitable CPD to enable them to carry out their On-Line Safety roles and to train other colleagues, as relevant.
- The On-Line Safety Officer and DSL should consider carefully the content of safeguarding related lessons or activities (including online) in PSHE/Relationships Education, as they will be best placed to support any pupils who may be especially impacted by a lesson.
- The Senior Leadership Team will receive regular monitoring reports from the On-Line Safety Officer.
- In the event of a serious On-Line Safety allegation the Principal and DSL will ensure staff adhere to guidance laid out in the Safeguarding Policy.

On-Line Safety Officer:

- Takes day to day responsibility for On-Line Safety issues and has a leading role in establishing and reviewing the school on-line policies and documents
- Ensures that all staff are aware of the procedures that need to be followed in the event of an on-line Safety incident taking place
- Provides training and advice for staff and parents/guardians
- Liaises with school ICT technical staff
- Receives reports of On-Line Safety incidents and creates a log of incidents to inform future On-Line Safety developments
- Reports regularly to the Leadership Team

IT technicians

IT technicians are responsible for ensuring:

- that the school's ICT infrastructure is secure and is not open to misuse or malicious attack
- that users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed
- that the school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that they keep up to date with On-Line Safety technical information in order to effectively carry out their On-Line Safety role and to inform and update others as relevant
- that the use of the network / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the DSL
- that monitoring software / systems are implemented and updated as agreed in school policies
- That appropriate handover that is given in circumstances of staff change or termination of contract

Staff and support staff (and visitors)

Staff are responsible for using the school ICT systems in accordance with the Staff Acceptable Use Policy, which they will be expected to sign before being given access to the school systems. All temporary staff and visitors will be required to sign an AUP.

It is essential that all staff receive On-Line Safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal On-Line Safety training will be made available to staff
- All new staff should receive On-Line Safety training as part of their induction programme, ensuring that they fully understand the school On-Line Safety policy and Acceptable Use Policies
- The On-Line Safety officer will provide advice / guidance / training as required to individuals as required

Data Protection

Personal data will be recorded, processed, transferred and made available according to the GDPR May 2018 which states that personal data must be:
- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection

Staff must ensure that they:

- At all times take care to ensure the safe-keeping of personal data, minimising the risk of its loss or misuse
- Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data

Pupils

Pupils are responsible for using the school ICT systems in accordance with the Pupils Acceptable Use Policy, which they will be expected to sign before being given access to the school systems.

Pupil education

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in On-Line Safety is

therefore an essential part of the school's On-Line Safety provision. Children and young people need the help and support of the school to recognise and avoid On-Line Safety risks and build their resilience. It is important that we communicate with pupils in a safe and beneficial way, so that pupils remain respectfully cautious but not fearful.

On-Line Safety education will be provided in the following ways:

- A planned On-Line Safety programme will be provided as part of ICT and PSHE, this will cover both the use of ICT and new technologies in school and outside school
- Key On-Line Safety messages should be reinforced as part of a planned programme of assemblies, pastoral activities and information boards
- Pupils will be taught **how to evaluate what they see online** so that and to be critically aware of the materials and content they access on-line and be guided to validate the accuracy and safety of information
- Pupils will be taught **how to recognise techniques used for persuasion** by looking at false and misleading content
- Staff and older pupils such as prefects should act as good role models in their use of ICT, the internet and mobile devices
- Pupils will also be taught **how and when to seek support**

Parents

Parents play a crucial role in ensuring that their children understand the need to use the internet and other electronic devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore offer the opportunity for On-Line Safety training at the beginning of each academic year. A weekly On-Line Safety tip is often included in the Friday letter.

Parents and carers will be responsible for:

- endorsing (by signature) the Pupil Acceptable Use Policy
- reading the Anti-bullying policy (including On-Line Safety) which is published on the school website
- attending On-Line Safety information evening organised by the school

In line with any other disciplinary incident parents will be informed of a breach of the school's cyber bullying policy.

Communication Technologies

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education, compared to their risks:

Communication Technologies	Staff & other adults				Pupils			
	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission	Not allowed
electronic devices may be brought to school	X				X			
Use of electronic devices in school		X						X
Taking photos or videos on personal electronic devices or other camera devices			X					X
Use of hand held devices eg PDAs, PSPs	X							x
Use of personal email addresses in school, or on school network	X						X	
Use of school email for personal emails	X				X			
Use of chat rooms and social networking sites		X						X
Use of online instant messaging		X						X
Use of blogs	X						X	

When using communication technologies the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored. Staff and pupils should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access)
- Users need to be aware that email communications may be monitored
- Users must immediately report, to the DSL – in accordance with the school policy, the receipt of any email or digital image that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email
- Any digital communication between staff and pupils or parents must be professional in tone and content (refer to e-mail protocol)

Sanctions

Should a cyberbullying incident be identified, the following measures should be taken:

- Staff should be aware that the Education Inspection Act 2006 also provides a defence for school staff in confiscating items from pupils. This can include electronic devices when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy.
- Schools should advise pupils, parents/guardians and staff to try to keep a record of the abuse, particularly the date and time, the content of the message(s), and where possible a sender's ID (e.g. username, email, mobile phone number) or the web address of the profile/content. For example, taking an accurate copy or recording of the whole web-page address will help the service provider to locate the relevant content.
- If an incident involving 'sexting' comes to a member of staff's attention:
  - o Report it to your Designated Safeguarding Lead (DSL) immediately.
  - o Never view, download or share the imagery yourself, or ask a child to share or download. This is illegal.
  - o If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL. If the image is on an electronic device such as an iPad or mobile phone, if possible switch the device to airport mode, make sure it is pin protected and shut down the device. Do not delete the image, send it to anyone or save it anywhere.
  - o Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
  - o Do not share information about the incident to other members of staff or the young person(s) it involves. Contact with parents needs to be agreed with the DSL and, possibly, the police or social care professionals.
  - o Do not say or do anything to blame or shame any young people involved.
  - o Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Working with the bully and applying sanctions

Once the person responsible for cyberbullying has been identified it is important that, as in other cases of bullying, sanctions are applied, and the range of sanctions include all those that are used in response to other forms of bullying.

Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any support that they may need.

When determining the appropriate response and proportionate sanctions, it is important to consider the ways in which cyberbullying incidents might differ in impact to other forms of bullying. The key considerations here may include attempts by the bully to disguise their identity,

the public nature of posted material (and the extent of the humiliation), and the difficulty in controlling copies of the material (the difficulty in gaining closure over the event).

It should also be recognised, where induction and education activities are not in place, that some cyberbullying has been known to be unintentional, or at least carried out with little awareness of the consequences. Determining appropriate sanctions for incidents will then require sensitivity to the impact on the person being bullied, as well as any misunderstanding or thoughtlessness on the part of the cyberbully.

Consideration should also be given to the possibility that the cyberbullying could be a part of retaliation to previous bullying endured by the perpetrator.

The aims of the sanctions are to:

- Help the person harmed to feel safe again and be assured that the bullying will stop
- Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour
- Demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly

Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school (although issues of child safety should be considered in relation to the latter).

Monitoring, evaluation and review

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Form Tutorial time, gathering and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. In reviewing its anti-bullying strategies, the school will take account of the different triggers pupils have for bullying behaviour; the dynamics of group bullying and the complexity of responses.