Anti-Bullying Policy

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Policy Author	EPW/DCT
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Table of Contents

1. Aims

The aims of this policy are:

- 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 case-by-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. This approach seeks to involve everyone at the school to ensure that the best interests of pupils underpin and are at the heart of all decisions, systems, processes, and policies.

2. Scope and application

This policy applies to the whole School.

This policy applies at all times when the pupil is:

- In or at School (to include any period of remote provision);
- representing the School or wearing the School uniform;
- travelling to or from School;
- on School-organised trips;
- associated with the School at any time;
- in the care of the School or not, and the School becomes aware of an incident of bullying;

This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- Affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School;
- or bring the School into disrepute.

3. Definitions

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

- References to the Head may include deputies;
- References to HSM mean Housemaster or Housemistress as appropriate.
- 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 host parent/carer;
- Shrewsbury International School India will be known as the 'School'.

4. Bullying

Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh" 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 to those who support them, and can, in some cases, lead to lasting psychological damage and self-harm or 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 school's reputation.

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 and Appendix 1.);
- 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 are 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.

Cyberbullying: bullying that takes place using technology. This may include bullying through mobile electronic devices, social media or gaming sites. See Appendix 1 for guidance to pupils about cyberbullying. The School's separate acceptable use of ICT policy sets out the School's 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.

5. Harmful sexual behaviours include sexual harassment and sexual violence.

Sexual violence: sexual offences specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual jokes or taunting;
- physical behaviour such as deliberately brushing against someone, interfering with their clothes, or displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which may include sharing of sexual images and videos

(sharing of nudes or semi-nude photographs and videos, otherwise known as sexting or youth-produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidents of sexual harassment will be investigated to ensure they are not part of a broader pattern of sexual harassment and/or sexual violence.

Discrimination-based bullying, including:

- 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.

LGBTQ-based bullying: Children who are lesbian, gay, bisexual, or transgender (LGBTQ) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or are not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded when children who are LGBTQ 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.

6. Unintentional Bullying

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. It may lead to a culture of failing to report. This is not a culture that the School adopts.

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, to view 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.

7. Safeguarding and child-on-child abuse

Bullying is closely connected with pupil well-being and, therefore, will often require a safeguarding response. Bullying demonstrates a lack of respect for others, which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the school's zero-tolerance approach, and all staff must understand the importance of challenging inappropriate behaviours between abusive peers.

Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one-size-fits-all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or specific medical or physical health conditions may be required. Certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst-case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as usual and not coming forward to report it.

Technology can be a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face-to-face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures concerning child-on-child abuse are set out in the School's child protection and safeguarding policy and procedures. Concerns about a pupil's welfare, because they are the victim, witness or perpetrator of bullying behaviour, must be reported following the child protection and safeguarding policy and procedures and appropriate action taken, taking into local thresholds for reporting.

8. Anti-bullying culture and systems

It is everyone's responsibility to ensure, whatever the circumstances, that no one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because they are new in the School, appears to be uncertain or has no friends. They may also become targets because of bullies' irrational decisions.

Our expectation of all members of the School community is that:

- Everyone will uphold the School's rules.
- A pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it following the terms of this policy.
- A complaint of bullying will always be taken seriously and no one will tolerate unkind actions or remarks or stand by when someone else is bullied.

In School and in every year group:

- Discriminatory and offensive words and behaviour are treated as unacceptable
- positive attitudes are fostered towards people with any protected characteristic, including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School.
- positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials, and
- incidents of bullying based on protected characteristics will be distinguished in the school's records.

Headmaster

The Headmaster is responsible for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:

- Minimise the risk of bullying at the School so that pupils and staff feel safe and secure
- intervene early in low-level disruption to prevent negative behaviours from escalating
- deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately
- consider incidences of sexual harassment in broad terms so that it is challenged to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

Staff

Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- Celebrating achievement
- anticipating problems and providing support
- adopting a proactive, interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying from occurring in the first place
- disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate
- being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any report of sexual violence or sexual harassment
- being alert to times in the school day when the risk of bullying may be higher
- e.g. significant gatherings of pupils such as in the Dining Hall and the movement of large numbers of pupils around the site at break time and in between lessons as well as in the Houses
- making opportunities to listen to pupils
- acting as advocates of pupils
- exercising professional curiosity and knowing what to look for to detect abuse and to identify children who may need help or protection
- reporting concerning behaviour following the provisions outlined in this policy, adopting a "it could happen here" approach.

Members of staff and volunteers must be vigilant at all times.

Bullying is regularly discussed in staff meetings and weekly house meetings. The result of these meetings is to provide feedback about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base", and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

Pupils

Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated. They are encouraged:

- To celebrate the efforts and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust if they have a problem
- not to feel guilty about airing complaints
- to be kind, considerate and tolerant towards others
- to be aware of the impact their behaviour can have on others
- to challenge their peers if they are unkind to others
- to celebrate the diversity of others
- to use technology safely and securely and to be aware of the risks and impact of using technology on themselves and others.

Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- The PSHE and relationships education and relationships and sex education curriculum includes lessons on bullying.
- The School community will challenge stereotypical opinions so negative views are not perpetuated, e.g. misogyny.
- Anti-bullying posters are placed around the School.
- Anti-bullying messages are given in year groups and whole school assemblies, including to reinforce the positive values we stand for as a community.

The House system plays a pivotal role in the process, with the HSM as a crucial figure throughout a pupil's time here. The House system provides both formal and informal opportunities for pupils to exercise leadership, service and responsibilities;

Effective tutoring and corporate priority given to personal relationships enable pupils to develop social and emotional skills. The co-curricular programme also enables pupils to value each other through corporate participation and teamwork.

The Designated Safeguarding Lead speaks to all year groups at the beginning of every year about the Child Protection and Safeguarding Policy the Anti-Bullying policy, and the pupil complaints procedure and support systems in the school.

The School recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

Parents

- The School will take active measures to promote an anti-bullying culture and make it clear to parents that bullying of pupils or staff will not be tolerated.
- Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and seminars held by the School to raise awareness.

9. Reporting concerns

Pupils

A pupil who is being bullied or who is worried about another pupil being bullied should tell someone without delay and can do so in several ways. They can:

- Tell their parents, Housemaster / Housemistress, Form Tutor or any member of staff or volunteer at the School or a responsible older pupil
- contact the School Counsellor or the Independent Adult, whose contact details are published on posters around houses for advice
- Report bullying through the pupil concerns and complaints procedure.

Contact:

- Childline – Phone: 1098. E-mail: childline@childlineindia.org
- Helpline - 1091
- Bhopal Child Welfare Committee - 0755-2661744
- District Child Protection Officer, Bhopal - -Phone: 0755-2661745. E-mail: dcpo.bhopal@mp.gov.in
- Madhya Pradesh state Commission for Protection of child Rights - mpscpcr@gmail.com
- NCPCR - 011-23478250/011-23478251

Parents

In their interaction with parents, HSMs encourage parents to report any awareness or concerns of bullying or cyber-bullying to them without delay so that incidents can be dealt with swiftly and appropriately.

Staff

A member of staff or volunteer who learns of alleged bullying behaviour should:

- Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
- listen carefully and keep an open mind
- not ask leading questions
- reassure the child but not give a guarantee of confidentiality and
- report the allegation to the pupil's DSL as soon as possible.

The pupil's DSL must log the report in the pupil's pastoral record and must then agree on a strategy for dealing with the matter.

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's child protection and safeguarding policy and procedures before further investigation is carried out.

This policy focuses mainly on the bullying of pupils by pupils (i.e. child-on-child). However, it is recognised that a staff member could be a victim of bullying behaviour and, on occasion, may be perceived as the perpetrator of it. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable.

Reasons why incidents might not be reported

There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think, for example:

- It is telling tales
- they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- the things they are saying and doing are too embarrassing to discuss with an adult
- it is all my fault anyway for being overweight / too studious etc
- there are too many of them; there is nothing the staff can do
- it will get back to my parents, and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lie low and not draw attention to myself
- this is a normal part of growing up and going to school.

There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- I will become unpopular
- it is not my concern anyway
- I don't like the victim and I would find it embarrassing to be associated with them.

Any of these responses would be contrary to our culture at the School.

When we implement this policy, we encourage every pupil (and their parents) to understand that:

- Every complaint of bullying will be taken seriously
- members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis
- the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary
- we may need to support the bully as well so we can address the causes of bullying behaviour.

Assessment of concerns

The pupil's HSM will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- The nature of the incident(s): physical? sexual? verbal? exclusionary? etc
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused?
- Who should be informed: Head? Parents? the School's Designated Safeguarding

Lead? children's social care? the police?

- Can the alleged bully be questioned without disclosing the victim's identity?
- What is the likely outcome if the allegation proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- the complaint is justified in whole or in part, and further action will be needed.

If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's child protection and safeguarding policy and procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos / sexting or other harmful sexual behaviours are involved.

Where bullying allegedly involves youth-produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the School's child protection and safeguarding policy and procedures.

Otherwise, in cases where the pupil's HSM believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully", or where pupils from more than one House are involved they will refer the matter to the Deputy Head Pastoral and the DSL.

The Deputy Head Pastoral/DSL or allocated member of the DSL's team will:

- Be alert to and take action in response to single incidents where necessary and make appropriate records in order to assist it to spot patterns and to ensure the single incident does not become the first of a series.
- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
- Send a summary of their findings (including witness statements taken) to the Head and other relevant staff. A copy of this report is held by the Head, DSL and the individual's HSM concerned.
- Together with the Head, the Deputy Head Pastoral and/or Senior Deputy will decide on the action to be taken in accordance with this policy.
- The Head/Deputy Head Pastoral or individual's HSM (as appropriate) will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour policy.

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 HSM
- 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/or access to the School's internet and email facilities limited if the incident involved cyberbullying (see the acceptable use of ICT 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
- pastoral support given by the Chaplain, HSM's tutor as appropriate; and
- such other action as may appear to the Head to be appropriate.

The position should be monitored for as long as necessary, thereafter, actions may include:

- Sharing information with some or all colleagues and with pupils in the Form / Year / House 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 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.

10.   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:

- Having an understanding of the groups who may be more vulnerable to bullying
- awareness of the risk and indications of bullying, and how to deal with cases
- counselling skills (including bereavement)
- 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.

Pupils

- Pupils are given a copy of the 'Yellow Card' which is a summary of the School's code of behaviour, expectations, encouragement and sanctions;
- Tutor group, House, and whole school assemblies, will often emphasise the positive values we stand for as a community; and
- the School emphasises with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. In addition to this pupils' in positions of local responsibility receive training on leadership and responsibility and on how to recognise bullying behaviour and ensure that they use their position effectively.

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 HSM/ Deputy Head Pastoral who have been properly trained in, and tasked with, carrying out the particular assessment.

11.   Record keeping

All records created following this policy are managed following 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.

Appendix 1   Cyberbullying: guidance for pupils

The Department for Education's guidance on 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.

Cyberbullying is a 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".

Cyberbullying is bullying that takes place using technology.

It can take the form of many behaviours, including:

- harmful messages (text, instant, multimedia, email)
- impersonating another person online
- sharing private messages
- uploading photographs or videos of another person that leads to shame and embarrassment
- creating hate websites / social media pages
- excluding people from online groups.

Pupils should remember the following:

- use the security settings when using technology
- regularly change your password and keep it private
- always respect others - be careful what you say online and what images you send
- think before you send - whatever you send can be made public very quickly and could stay online forever
- 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 safeguarding lead or DSL
- don't retaliate or reply online
- 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
- block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly
- don't do nothing - if you see cyberbullying going on, support the victim and report the bullying

You may find the following websites helpful:
- http://www.childnet.com/young-people
- https://www.thinkuknow.co.uk/
- https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx
- https://www.saferinternet.org.uk/advice-centre/young-people
- http://www.safetynetkids.org.uk
- https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/
- https://www.bbc.com/ownit

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.

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 PSD 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 'e-safety' and safeguarding.