



St Swithun's WINCHESTER

St Swithun's Prep School including EYFS PREVENTION OF BULLYING POLICY

Policy History	
Reviewed	January 2026
Date of next Review	January 2027

This policy can be accessed on the school's website at www.stswithuns.com

The following school policies, procedures and resources are relevant to this policy:

- [Behaviour policy](#)
- [Supervision policy](#)
- [Missing pupil policy](#)
- [Safeguarding & Child Protection policy](#)
- [Children missing education policy](#)
- [Online safety policy](#)
- [Digital Learning Code of Conduct and Acceptable Use Policy](#)
- [Complaints policy](#)
- PSHEE/RSE schemes of work (which include curriculum relating to anti-bullying, harassment and discrimination)

Policy Aims

St Swithun's School aims to create a positive and supportive atmosphere, characterised by **mutual respect, kindness, tolerance and understanding of the needs of others**. In doing so it enables each pupil to thrive, whatever their context.

The aims of this policy are to:

- Actively promote and safeguard the welfare of all pupils
- Create and maintain a positive and supportive culture throughout the school
- Prevent bullying, detect it when it occurs and respond to it appropriately
- Ensure that pupils know how to recognise different forms of bullying and where to get help if they feel they are, or another pupil is, at risk of bullying
- Ensure that pupils are aware of school procedures and have confidence to use them

In order to fulfil these aims, the school will:

- Ensure that the whole community of parents, pupils and staff understand what bullying is, recognise the signs and contexts and are aware of the procedures to follow if they have concerns.
- Equip pupils with strategies which enable them to respond quickly to actual or perceived bullying behaviour towards themselves or others.
- Reinforce the anti-bullying message with pupils across the school and in the curriculum
- Reinforce the anti-bullying message with parents through communications
- Reinforce the anti-bullying message with the whole staff community through general and specific INSET, staff meetings and individual communications between staff members
- Provide pastoral support to those who are the victims of bullying and those who are perpetrating bullying behaviours.

Scope and Application

This policy applies to all prep school pupils, when they are:

- In or at school (to include any period of remote provision);
- Representing the School
- Travelling to or from school
- On school-organised trips
- Associated with the school at any time
- Not at school 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.

Staff must always be vigilant, with form teachers in particular paying close attention to the group dynamics in their forms.

Regulatory Framework

This policy has regard to the following regulatory requirements, guidance and advice:

- [Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies \(DfE, July 2017\)](#)
- [Equality Act \(GOV, 2010\)](#)
- [Equality Act 2010: advice for schools \(DfE, May 2014\)](#)
- [Keeping Children Safe in Education \(DfE, September 2025\)](#)
- [Working Together to Safeguard Children \(GOV, 2025\)](#)
- [SEND Code of Practice \(April 2020\): 0-25 years](#)
- [Behaviour in schools \(DfE September 2022\)](#)
- [Behaviour in schools: advice for headteachers and school staff \(DfE, February 2024\)](#)
- [Cyberbullying: advice for headteachers and school staff \(DfE, November 2014\)](#)
- [Searching, Screening and confiscation: advice for schools \(DfE, 2023\)](#)

Definition of bullying

We take our definition of bullying from the DfE which defines it as, *'behaviour by an individual or group, that is repeated over time, that intentionally hurts another individual or group either physically or emotionally'* (DfE, July 2017).

That said, a single act may be considered bullying if it involves:

- **Abuse or misuse of power that undermines, humiliates, denigrates, or causes physical or emotional harm to the recipient.**
- **An act of an extreme nature, such as a physical assault or a very serious verbal attack**

Definition for pupils - What is bullying? (see Appendix 4)

Bullying is when someone keeps hurting another person on purpose, and it makes the person feel worried, scared, or upset.

It can be:

- Physical (like kicking, pushing, hitting)
- Emotional (like being unkind, name-calling, leaving someone out)
- It can happen it can happen in person or online.

Misusing Power

Misusing power is when someone uses their strength, size, friends, or popularity to make someone else feel small, embarrassed, or unsafe. This can hurt someone's feelings or body.

Extreme Behaviour

- Extreme behaviour is very serious behaviour, like:

- hurting someone on purpose
- using very unkind, aggressive, or scary words

This behaviour can make someone feel unsafe or frightened.

Bullying is when someone is unkind on purpose, more than once, and it's hard for the other person to make it stop.

Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

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 (such as demanding money)
- **Non-verbal abuse:** hand signs or text/digital messages (see also cyberbullying below)
- **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls
- **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
- **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails, social media posts
- **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group
- **Low level disruptive behaviour:** "banter" or "horseplay" over a prolonged period of time
- **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites.

See Appendix 4 to this policy for further guidance for pupils about cyberbullying.

The School's separate [Digital Learning Code of Conduct and acceptable use of IT policy](#) for pupils sets out the School rules about the use of technology including mobile electronic devices

- **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, including where a child is adopted, in care or has caring responsibilities;
- **Harmful sexual behaviours:** includes sexual harassment and sexual violence (*incidents of this nature may be dealt with under the [Safeguarding & Child protection policy – child on child abuse](#)*)
 - 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, displaying pictures, photos or drawings of a sexual nature
 - online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence
 - sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent
- **Discrimination-based bullying:** This is when someone is treated unfairly because of any of the protected characteristic. So, bullying may also be:
 - sexist: related to a person's sex or gender reassignment
 - racist, or regarding someone's religion, belief or culture
 - related to a person's sexual orientation (homophobic bullying)
 - related to pregnancy and maternity
 - related to a person's home circumstances
 - related to a person's disability, special educational needs, learning difficulty, health or appearance

- related to a person's age; or
- LGBT-based bullying: Children who are lesbian, gay, bisexual, or transgender (LGBT) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or are not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff to help counter homophobic, biphobic and transphobic bullying and abuse

Vulnerable Pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care/looked after that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Signs of bullying:

All members of the school community must be alert to the signs of bullying. These may include:

- Unwillingness to attend school, or avoids attending lessons or going into specific areas of the school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the health centre with symptoms such as stomach pains, headaches
- Frequently waiting to speak to the teacher at the end of lessons
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away
- Excessive use of phone/mobile device
- Reluctant to discuss reasons for any of the above

It is acknowledged that this list is not exhaustive and that these behaviours may have a different underlying cause. All accounts of any of these behaviours, or a combination of these behaviours should be reported as soon as possible either via CPOMS or reporting them to the phase lead, they will then be investigated as appropriate.

Safeguarding and child-on-child abuse

Bullying can sometimes amount to child-on-child abuse, which can occur both inside and outside of School and online. Further information about child-on-child abuse, including the School's policy and procedures can be found in the School's Safeguarding & Child protection policy. Staff training in safeguarding and child protection includes training on the prevention of bullying and online safety.

Preventative Measures

St. Swithun's response to bullying does not start at the point at which a pupil has been bullied. We take the following preventative measures to create an environment that prevents bullying from becoming a problem in the first place.

Pupils

- St. Swithun's promotes an ethos of good behaviour where pupils always treat each other with respect
- Through our pastoral care systems pupils are taught that bullying will not be tolerated in school

Measures are taken to educate pupils about bullying. These include:

- The concepts of 'choosing to be kind' and developing positive relationships are key values within our school and form the basis of our behaviour management strategy.
 - The PSHE and RSE programmes, which are structured to give pupils an awareness of their social and moral responsibilities. They enforce the message about the importance of taking care of each other; developing positive relationships is a core theme throughout the curriculum. Matters of diversity, equality and inclusivity are also covered.
 - Other lessons, particularly Humanities, English and drama highlight the issue of bullying and reinforce the message that bullying is unacceptable
 - KS2 children all have information on behaviour and bullying in their planners and in their class charters. (Appendix 2)
 - 'Who to talk to' posters (Appendix 1) are displayed around the school and pupils are regularly reminded of who they can talk to (anyone)
 - Posters reminding children of contact numbers for the NSPCC Helpline (0808 800 5000) or Childline (0800 1111) are also displayed around the school (particularly in areas such as pupil toilets)
 - Older pupils also have access to the school email of any member of staff to whom they may wish to communicate discreetly.
 - Assemblies, including external speakers e.g. NSPCC, explain the school policy on bullying, and encourage reflection
- 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.

Staff

- Upon induction all new members of staff are given guidance/training on the School's behaviour strategy and anti-bullying policy and are informed of protected characteristics.
- The School recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with incidents of bullying. The school will ensure that staff receive appropriate support to be able to understand the needs of our pupils and to provide an inclusive environment for all
- High levels of supervision at points of day such as break and lunch times (when pupils are not in class) and are alert to areas where bullying might occur.
- Inappropriate language or behaviour is always challenged
- All staff are trained to be alert to possible signs of bullying, harassment and discrimination
- The school chaplain is available to give support to any member of the community. The chaplain actively encourages the development of tolerance, understanding and respect for others in a multi-faith community
- Pastoral leads meet with the Deputy Head on a regular basis to discuss pastoral concerns and patterns of behaviour. This pastoral team are alert to signs of possible bullying and investigate these as a matter of priority.
- Pupils matters (including safeguarding concerns) are a standing item at the weekly senior leadership team meetings.

- All reported incidents are recorded on CPOMS and investigated as soon as possible. Incidents are monitored and a log of incidents is kept by the Deputy Head in order that patterns of behaviour can be identified and monitored.
- The School has the right, and duty, to investigate Incidents of bullying involving our pupils which take place outside school hours, online, on school visits and trips and that occur in the vicinity of the school
- Staff are informed about the protected characteristics.

Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator.

Partnership with Parents

- Working with parents is essential to establishing the school's anti-bullying ethos and resolving any issues that arise.
- This policy is readily available on the school's website so that parents are clear on the school's approach to bullying and what to do if their child experiences bullying.
- If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously.
- We welcome feedback from parents on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

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 or any adult working in the school (including teachers, LSA's, office staff, the leadership team or co-curricular leads)
- contact the NSPCC Helpline (0808 800 5000) or Childline (0800 1111) or the Children's Commissioner (0800 528 0731).

There are posters around school reminding them of this.

Parents

We actively encourage parents/families to support us in preventing bullying within the school. Parents, along with peers, will probably be the first to hear of a bullying incident or notice a change in a pupil's behaviours or moods. Parents who are concerned that their child is being bullied should inform their child's form teacher, or Phase Lead without delay.

The following checklist may be helpful for parents to consider ensuring that correct and appropriate information is passed on, but this should only be obtained from their child and absence of any of this information should not delay informing the school.

- What happened?
- Who was involved?
- Who saw it?
- Where did it take place?
- How often has it happened?
- Why did it take place?
- What form did the bullying take?

Whenever a case of bullying is established the parents of both the victim and the bully will be informed by the school.

Staff

If a member of staff or volunteer learns of alleged bullying, they 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 by either recording on CPOMS under 'bullying allegation' or contacting the pupil's Form Teacher or Phase Lead as soon as possible

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.

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'
- 'The School' 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:

- It is "grassing" and I will become unpopular/a target myself;
- 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 the training they have received
- There is a solution to nearly every problem of bullying
- 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 Form Teacher/Phase Lead will normally see the victim and any witnesses (individually) without delay and form an initial view of the allegation. They will get written statements from each of these individuals – this can be done in an age appropriate manner with the child writing it themselves or with a teacher scribing.

The assessment will consider:

- The nature of the incident(s): physical; sexual; verbal; exclusionary; etc
- The impact of the incident on the victim – how are they presenting? What do they feel about what has happened to them?
- Whether it is a "one-off" incident involving an individual or a group
- Whether it is part of a pattern of behaviour by an individual or a group
- Whether physical injury been caused
- Who should be informed
- Whether the alleged bully be questioned without disclosing the victim's identity
- What the likely outcome might be 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; or
- The complaint is justified in whole or in part, and further action will be needed.

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed, low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the school adopts. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

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 the school's safeguarding and child protection policy and procedures.

Otherwise, in cases where the pupil's Phase Lead believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully", they will refer the matter to the Deputy Head. The Deputy Head will:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may each be asked to write their account of events. It may be decided to ask another member of staff to be present and/or it may be that an advocate is present for support if the pupil wishes;
- Send a summary of their findings to the Head and other relevant staff
- Further interviews may be necessary at a later stage
- Together with the Head, the Deputy Head will decide on the action to be taken in accordance with this policy (and the behaviour policy where appropriate)
- The Deputy Head or Head 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/or action in accordance with the School's behaviour and discipline policy.

Response to Concerns

When an allegation 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
- A supervised meeting between the bully and the victim to discuss a strategy which enables all concerned to close the episode and avoid future conflict (only with the victim's express agreement);
- A disciplinary sanction against the bully, in accordance with the school's behaviour and discipline 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
- Review access to electronic devices/increase monitoring procedures or limit access to the School's internet and email facilities if cyberbullying – see Appendix 3 and 4 (see also the [School's ICT acceptable use policy for pupils](#));

- Moving either the bully or victim to form group after consultation with the pupil experiencing the bullying, 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
- Any other action as the Head may deem appropriate.

The situation should be monitored for as long as necessary thereafter. Action may include:

- Sharing information with some or all colleagues and with pupils in the Year so that they may be alert to the need to monitor certain pupils closely
- Ongoing counselling and support
- Vigilance by staff
- Reviewing vulnerable individuals and areas of the school

Record Keeping

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records. School staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the school's approach. The deputy head pastoral will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

Complaints procedure

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly. Staff can also use the whistleblowing procedure.

Monitoring and Review

- The deputy head pastoral will maintain and monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's antibullying procedures.
- The Bullying log is reviewed by the Head and Senior Leadership Team at least termly.
- This policy is reviewed and updated at least annually, by the Senior Management Team and is also reviewed by the Education Committee at least annually.

This policy is reviewed annually or as events or legislation changes require.

Reviewed & updated January 2026	Mrs L Norris	Head
	Mrs K Grosscurth	Deputy head
Ratified by Governors January 2026	Dr S Bailey	Chair of Education Committee

APPENDIX 1: Example of 'Who to talk to poster' displayed around school.

Appendix 2: KS2 Planner Pages



Anti-Bullying and Behaviour Pupil Agreement

We believe good behaviour allows everyone to feel safe, happy and able to learn. Our behaviour is guided by our school values of **Caritas, Humillitas, Sinceritas**. St Swithun's school aims to encourage good behaviour and respect for others and in particular **prevent all forms of bullying** amongst its pupils so that they can develop their full potential.

Bullying is the repetitive, intentional hurting of one person or group by another person or group. It may be physical or emotional and may include manipulating a third party to tease or torment someone. It can be:

- **Physical** – gestures, hitting, kicking, taking or hiding belongings, or sexual abuse
- **Verbal** – name-calling or other deliberately hurtful remarks or comments which discriminate against someone
- **Emotional** - by excluding, tormenting or spreading malicious rumours
- **Cyber-bullying** - the use of ICT by an individual or group in a way that is intended to upset others. Examples include the use of social media, mobile phones, text messaging, photographs, video and email.



My **rights** as a pupil are:

- to feel safe, respected and to be able to get on with my learning.
- for adults in school to **recognise and promote good behaviour**, as we think that this will develop kindness and co-operation.
- to have our good behaviour **celebrated** and encouraged through praise and reward, for example through house points and whole class reward systems.
- for there to be **clear rules** and for adults to follow the sanction process.
- not to be bullied and to be taught how to deal with bullying.

Anti-Bullying and Behaviour Pupil Agreement

My **responsibilities** are:

- to behave with **kindness and respect** towards everyone in the school community.
- to treat individuals' and school property with respect and care.
- to listen to my teachers and to **follow the rules**. If I do not follow the rules, I will expect teachers to follow the sanction procedure which is:
 - First a verbal warning will be given and the class teacher should explain to me what has been done that is not acceptable and use the words, "that's a warning."
 - If my poor behaviour continues in the same lesson, the teacher will give me a second verbal warning and, if appropriate, will withdraw me from participation in the activity.
 - If my inappropriate behaviour still continues, then my initials will be written on the class whiteboard.
 - If my initials have been recorded on the classroom board on three occasions in one week I will meet with the Head of Prep School who will discuss my behaviour with me and ask me to record my misdemeanours in a letter to my parents.
 - Once this has been written, the Head of Prep School will telephone my parents and a copy of the letter will be sent to them.



I agree to follow the school's behaviour and anti-bullying policy and aim to uphold good behaviour at all times.

Signed: _____

Date: _____

Appendix 3 Cyberbullying

The Department for Education's guidance Preventing and tackling bullying (DfE, July 2017) states that:

"The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click".

Cyberbullying is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend himself/ herself. The School acknowledges that cyber-bullying may take place inside School, outside of School and at any time of the day.

Cyber-bullying 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.
- Using AI to create fake images and videos (potentially pornographic)
- AI being used to create fake online profiles (catfishing) for the purpose of causing harm and distress.

For the prevention of cyber-bullying, in addition to the measures described above, St. Swithun's:

- Expects all pupils to adhere to its Online Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Online Safety Policy
- Issues all pupils with their own personal School email address. With restricted access to social media sites during the school day
- Offers guidance on the safe use of social networking sites and cyber-bullying in IT and PSHE lessons, which covers online risks and harms
- Ensures its pupils are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure
- Does not allow the use of mobile phones in school for L4 – U5 pupils between 08.15 and 16.20

Procedures for dealing with cyber-bullying

The School will follow the procedures set out in this policy and the Safeguarding and Child Protection Policy where relevant for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the school, and the welfare of its pupils. Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes and sexting. Where the School considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

Appendix 4 Pupil Guidance – the general bullying messages delivered to pupils, at an age-appropriate level, through activities such as assemblies, form time sessions and the curriculum

Definition of bullying

Definition for pupils - What is bullying?

Bullying is when someone keeps hurting another person on purpose, and it makes the person feel worried, scared, or upset.

It can be:

- Physical (like kicking, pushing, hitting)
- Emotional (like being unkind, name-calling, leaving someone out)
- It can happen it can happen in person or online.

Misusing Power

Misusing power is when someone uses their strength, size, friends, or popularity to make someone else feel small, embarrassed, or unsafe. This can hurt someone's feelings or body.

Extreme Behaviour

- Extreme behaviour is very serious behaviour, like:
- hurting someone on purpose
- using very unkind, aggressive, or scary words

This behaviour can make someone feel unsafe or frightened.

Bullying is when someone is unkind on purpose, more than once, and it's hard for the other person to make it stop.

Bullying can take many forms including:

- **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 (such as demanding money)
- **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below)
- **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls
- **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
- **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails, social media posts
- **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group
- **Low level disruptive behaviour:** "banter" or "horseplay" over a prolonged period of time
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- **Harmful sexual behaviours:** includes 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, displaying pictures, photos or drawings of a sexual nature
 - online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery)

- inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.
- **Discrimination-based bullying:** This is when someone is treated unfairly because of any of the protected characteristic. So, bullying may also be:
 - sexist: related to a person's sex or gender reassignment
 - racist, or regarding someone's religion, belief or culture
 - related to a person's sexual orientation (homophobic bullying)
 - related to pregnancy and maternity
 - related to a person's home circumstances
 - related to a person's disability, special educational needs, learning difficulty, health or appearance
 - related to a person's age or
 - LGBT-based bullying: Children who are lesbian, gay, bisexual, or transgender (LGBT) can be targeted by other children

Signs of bullying:

All members of the school community must be alert to the signs of bullying. These may include:

- Unwillingness to attend school, or avoids attending particular lessons or going into specific areas of the school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the health centre with symptoms such as stomach pains, headaches
- Frequently waiting to speak to the teacher at the end of lessons
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away
- Excessive use of phone/mobile device
- Reluctant to discuss reasons for any of the above

It is acknowledged that this list is not exhaustive and that these behaviours may have a different underlying cause. All accounts of any of these behaviours, or a combination of these behaviours should be reported as soon as possible to a teacher.

How to Respond If You Feel You May Be Being Bullied

There is no 'right or wrong' way to deal with a situation in which you feel you are being bullied and you should not feel bad if you do not feel able to act at all. However, the following steps should help:

- Walk away quickly and confidently, even if you don't feel that way inside
- There is lots of support available to you. You could discuss the problem with your friends, tell a member of staff or ask your friends to tell a member of staff on your behalf. It doesn't matter who you talk to, as long as you talk to someone that you trust.
- If you feel confident enough or you feel like the behaviour may not be intended, communicate to the person that their words/actions are upsetting and are not wanted and ask them to stop. They may not be intending to upset you.

Here are some suggestions of things you can say:

- *What you've just said is not okay, please stop it*

- Using 'you' statements like *'you need to stop talking to me like that'* is assertive and addresses their behaviour
- You could say, *'I'm really not interested in what you think about me'*
- You can use questions that might prompt some reflection like *'Did you mean to be so hurtful'*, but this can promote further engagement which may not be helpful

- Once you have said any of these, ideally then walk away this is difficult if in a lesson). Equally, if there is a follow up comment say *'I'm not going to get into this with you'* and walk away, if you can.

- Some responses to any 'messengers' (people who are telling you what other people have said about you):
 - *'I know you may think that I should know what other people have said about me, but I don't find it helpful and it is upsetting/hurtful', so please don't'*
 - *'What would be most helpful is for you to stand up for me with X and tell them that what they were saying was not true / necessary / kind'*

- If bullying occurs via social networking sites or mobile technologies, copies should be printed and given to or information forwarded electronically to a member of staff.
- If bullying occurs through sexting or the sending of sexual or inappropriate images, these should **not** be forwarded electronically but reported to a member of the safeguarding team (see posters in classrooms and boarding houses)
- If you do not want to talk to an adult in school or a member of your family, you can use one of the external support lines such as Childline (0800 1111) or NSPCC helpline (0808 800 5000)
- If you are a boarder you can talk to the school's Independent Listener: Mrs Gill Longman (07711 269020)

How to Respond If You Think Someone Else Is Being Bullied and How to Prevent Bullying

- We all have a responsibility towards each other. If you witness something or someone tells you something that makes you believe another pupil may be being bullied, tell a teacher or another adult you trust.
- If you see an incident occurring and it is safe to do so, fetch help.
- Accompany the victim to see their form teacher or trusted school adult. If they won't go with you then report it to a member of staff anyway. The victim may be too scared or lonely to report it themselves. If you feel uncertain about taking this step you may want to talk informally to anyone listed on the 'Who to talk to' poster, in the first instance.
- If you cannot fetch help or you have heard something that gives you concern, talk to a teacher or another adult you trust as soon as you can.
- Give support to other pupils who feel they may be being bullied.
- If someone tells you that a comment or behaviour you have made has upset them, apologise and make sure the person is aware that you did not intend to upset or hurt them.
- If someone you know is behaving differently or demonstrating any of the potential signs of bullying above, tell a teacher, even if you are not sure if such behaviour amounts to bullying behaviour.

Cyberbullying

Cyber-bullying 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.
- Using AI to create fake images and videos (potentially pornographic)
- AI being used to create fake online profiles (catfishing) for the purpose of causing harm and distress.

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 – Is it true? Is it necessary? Is it kind? 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, a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111.
- 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

The following websites may be helpful:

General

www.childline.org.uk

<https://www.nspcc.org.uk/keeping-children-safe/>

www.childnet.com

www.mysafetynet.org.uk

www.kidscape.org.uk/i-am-a-young-person

Online safety

www.saferinternet.org.uk

www.ceop.police.uk/Safety-Centre

www.bbc.co.uk – Primary online safety

Appendix 2: KS2 Planner Pages

At St. Swithun's Prep, we choose to be...



Anti-Bullying and Behaviour Pupil Agreement

We believe good behaviour allows everyone to feel safe, happy and able to learn. Our behaviour is guided by our school values of **Caritas, Humillitas, Sinceritas**. St Swithun's school aims to encourage good behaviour and respect for others and in particular **prevent all forms of bullying** amongst its pupils so that they can develop their full potential.

Bullying is the repetitive, intentional hurting of one person or group by another person or group. It may be physical or emotional and may include manipulating a third party to tease or torment someone. It can be:

- **Physical** – gestures, hitting, kicking, taking or hiding belongings, or sexual abuse
- **Verbal** – name-calling or other deliberately hurtful remarks or comments which discriminate against someone
- **Emotional** - by excluding, tormenting or spreading malicious rumours
- **Cyber-bullying** - the use of ICT by an individual or group in a way that is intended to upset others. Examples include the use of social media, mobile phones, text messaging, photographs, video and email.



My **rights** as a pupil are:

- to feel safe, respected and to be able to get on with my learning.
- for adults in school to **recognise** and **promote good behaviour**, as we think that this will develop kindness and co-operation.
- to have our good behaviour **celebrated** and encouraged through praise and reward, for example through house points and whole class reward systems.
- for there to be **clear rules** and for adults to follow the sanction process.
- not to be bullied and to be taught how to deal with bullying.

Anti-Bullying and Behaviour Pupil Agreement

My **responsibilities** are:

- to behave with **kindness and respect** towards everyone in the school community.
- to treat individuals' and school property with respect and care.
- to listen to my teachers and to **follow the rules**. If I do not follow the rules, I will expect teachers to follow the sanction procedure which is:
 - First a verbal warning will be given and the class teacher should explain to me what has been done that is not acceptable and use the words, "that's a warning."
 - If my poor behaviour continues in the same lesson, the teacher will give me a second verbal warning and, if appropriate, will withdraw me from participation in the activity.
 - If my inappropriate behaviour still continues, then my initials will be written on the class whiteboard.
 - If my initials have been recorded on the classroom board on three occasions in one week I will meet with the Head of Prep School who will discuss my behaviour with me and ask me to record my misdemeanours in a letter to my parents.
- Once this has been written, the Head of Prep School will telephone my parents and a copy of the letter will be sent to them.



I agree to follow the school's behaviour and anti-bullying policy and aim to uphold good behaviour at all times.

Signed: _____

Date: _____

Appendix 3 Cyberbullying

The Department for Education's guidance Preventing and tackling bullying (DfE, July 2017) states that:

"The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click".

Cyberbullying is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend himself/ herself. The School acknowledges that cyber-bullying may take place inside School, outside of School and at any time of the day.

Cyber-bullying 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.
- Using AI to create fake images and videos (potentially pornographic)
- AI being used to create fake online profiles (catfishing) for the purpose of causing harm and distress.

For the prevention of cyber-bullying, in addition to the measures described above, St. Swithun's:

- Expects all pupils to adhere to its Online Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Online Safety Policy
- Issues all pupils with their own personal School email address. With restricted access to social media sites during the school day
- Offers guidance on the safe use of social networking sites and cyber-bullying in IT and PSHE lessons, which covers online risks and harms
- Ensures its pupils are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure
- Does not allow the use of mobile phones in school for L4 – U5 pupils between 08.15 and 16.20

Procedures for dealing with cyber-bullying

The School will follow the procedures set out in this policy and the Safeguarding and Child Protection Policy where relevant for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the school, and the welfare of its pupils. Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes and sexting. Where the School considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

Definition of bullying

Bullying is 'behaviour by an individual or group, that is repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

That said, a single act may be considered bullying if it involves:

- **Abuse or misuse of power** that undermines, humiliates, denigrates, or causes physical or emotional harm to the recipient.
- An act of an extreme nature, such as a **physical assault** or a very serious verbal attack

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www.mysafetynet.org.uk
www.kidscape.org.uk/i-am-a-young-person

Online safety

www.saferinternet.org.uk
www.ceop.police.uk/Safety-Centre
www.bbc.co.uk – Primary online safety