



**SEXEY'S**  
SCHOOL

**Anti-Bullying Policy**  
SEPTEMBER 2022

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Review Date	September 2023
SLT Lead	Clare Wilson
Policy last reviewed by	Clare Wilson
Policy Level	School Level

Signed

**Helen Cullen**  
Headteacher

## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

### **Philosophy**

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Sexey's School aims to ensure good relationships between all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence. The school has a system of rewards, which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem.

We treat all our students and Parent/Carers fairly and with consideration and expect them to have the same consideration. This policy applies to all members of the school's community. It is the responsibility of the whole school community to be vigilant in identifying, reporting and preventing bullying, harassment, victimisation and discrimination to make it clear that such behaviours will not be tolerated and are unacceptable.

Everyone has a responsibility for safeguarding and promoting the wellbeing of all students and all staff have a duty of care to ensure our students are protected from harm.

### **Government Guidance on Preventing Bullying**

The latest [Government Guidance](#) for schools including related legislation on preventing and responding to bullying in the following documents:

*Preventing and Tackling Bullying*

*Cyber Bullying: Advice for Headteachers and School Staff*

*Advice for Parent/Carers and Carers on Cyber Bullying*

### **Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection

concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### **Related Policies**

Safeguarding and Child Protection Policy  
Behaviour, Rewards and Exclusion Policy  
Attendance Policy  
Teaching and Learning Policy  
Online Safety Policy  
ICT Acceptable Use Policy  
Child on Child Abuse Policy  
Relationship Abuse in Young People Policy  
Sexual Violence Sexual Harassment Policy

### **Definition of Bullying**

***“The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.”***

**Anti-bullying Alliance**

The definition of bullying must be understood and shared by all within the school community who need to understand what bullying is and how different it is from 'peer conflict' or a 'fall-out' between friends.

There are three widely acknowledged means of bullying:

- **Direct physical bullying** (pushing, hitting, punching, kicking)
- **Direct verbal bullying** (yelling abuse at another, name-calling, insulting someone, using verbal threats)
- **Indirect bullying, also known as social bullying or relationship bullying** (spreading rumours, social exclusion, disclosing another's secrets to a third party)

With the increases in technologies there has been an increase in **Cyberbullying** where covert or indirect bullying is carried out using electronic media such as e-mails, mobile phones and the internet.

### **Specific Forms of Bullying**

This policy is intended to ensure fair treatment for all and to challenge the bullying of vulnerable groups such as bullying related to:

- Race, faith and culture
- Special Educational Need or Disability.
- Identity based
- Appearance targeted
- Health condition
- Sexual orientation including Homophobic, Biphobic and Transphobic bullying
- Young carers
- Looked after children or related to home circumstances
- Disability

### **The School's Response to Bullying**

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

The school reserves the right to investigate incidents that take place outside school hours, on school visits and trips and that occur near the school, involving our students. Teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in towns or villages. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

We welcome feedback and suggestions to improve our approach from students, Parent/Carers on the School's Anti-bullying Policy.

### **Signs of Bullying**

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly going missing or being damaged
- Changes to established habits (e.g. giving up music lessons, change of accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Health Centre with symptoms such as stomach pains and headaches
- 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 or experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these signs of bullying should be investigated by Parent/Carers/carers and teachers.

### **Preventative Measures, Education and Support**

- All new students are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Whistle-blowers who act in good faith will not be penalised and will be supported.
- A termly Safeguarding and Wellbeing powerpoint is shared with all students during tutor time that signposts to avenues of support.
- Termly Student Safeguarding Newsletters remind students of how to access help and support.
- Staff are given guidance on the school's Anti-Bullying Policy and how to react to allegations of bullying.
- New staff are required to read and make themselves familiar with the school's policy.
- There is a strong and experienced pastoral team who support the Assistant Head (Pastoral) and Boarding Manager. They handle incidents as an immediate priority. They are alert to possible signs of bullying.
- The Safeguarding administrator runs a daily bullying report on Class Charts which is shared with the safeguarding team.
- Appropriate assemblies are given to explain the school's policy on bullying.
- The PSHE programme is structured to give students an awareness of their social and moral responsibilities as they progress through the school and to enforce the message about community involvement and taking care of each other. It uses a range of Anti-Bullying resources.
- Other lessons highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- The pastoral team gives support and guidance to other staff on handling and reporting incidents, and on follow-up work with both victims and perpetrators.
- A School Councillor providing specialist skills can be available to give confidential advice and counselling support to students.
- The Pastoral Team are also available to give support and guidance to students. They provide advice and seek to encourage the school's core values.
- In boarding houses, there are strong pastoral teams who provide the opportunity for informal discussion of student concerns.
- The boarding and day pastoral teams communicate well and contact Parent/Carers if worried about a student's wellbeing.
- Students and their Parent/Carers are made aware of the contents of the School's Anti-bullying Policy and are aware that they can download copies from

the school's web site. All students know how to report anxieties to any member of staff.

- Advice on where students can seek help, including details of confidential helplines and websites connecting to external specialists, are displayed in school and the boarding houses.
- A peer-mentoring scheme is provided, whereby trained older students offer advice and support to younger students.
- Wellbeing Peer Mentors are available in the Pastoral Hub every lunch time.
- The school uses training provided by the Diana Foundation to train students as Anti-Bullying Ambassadors who support students who feel that they are being bullied and raise the issue using displays and events during Anti-Bullying week.

## **Rolls and Responsibilities**

### **Staff**

School staff have the following responsibilities:

- Staff should be alert to any potential incident of bullying and intervene when instances are noticed. Failing to notify staff of any bullying issues makes it difficult for the school to deal with them.
- If bullying occurs offsite, such as online bullying, families should involve the police if necessary. Families should inform the school if this is the case.
- Minor incidents of disagreement should be addressed by staff and can be dealt with effectively by reference to the school's Behaviour, Rewards and Exclusion Policy.
- Incidents that constitute bullying should be referred to the Pastoral Assistant who will liaise with the Heads of Year over action to be taken.
- The Heads of Year are responsible for clarifying the facts through thorough investigation and taking statements from the bully, any victims and witnesses.
- The Heads of Year, having clarified the facts, will inform Parent/Carers of the incident, record the incident centrally through 'MyConcern' and liaise with the Assistant Head (Pastoral) regarding the sanction.
- When an incident of bullying takes place and following appropriate investigation and considering the circumstances and history, any of these strategies can be applied:
  - Internal exclusion, during break and lunchtime, until investigation completed
  - Whole School or SLT detention
  - Restorative discussions
  - Referral for counselling/victim support
  - Written or verbal apology
  - Parent/Carer interview with Head of Year and SLT member leading to Parent/Carer assistance in applying support or strategies or deterrents as necessary
  - Continued monitoring of victim/bully individually
  - Anti-Bullying Contract (see Appendix 2)

- Referral to external agencies e.g. Social Services, Educational Psychologist or PCSO.
- Fixed term exclusion
- Permanent exclusion

## **Students**

- Treat one another in our community in line with our school ethos and values
- Ensuring that previous victims of bullying are not isolated from groups of friends.
- Intervening appropriately when someone is being bullied and making it clear to the bully that his or her actions are unacceptable.
- Informing a member of staff that bullying is happening.
- Encouraging the victim to join in activities and groups.
- Discussion and consideration of bullying issues in PSHE lessons.

## **Parent/Carers**

We ask our Parent/Carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved; Co-operating with the school, if their children are accused of bullying, try to ascertain the truth.
- Pointing out the implications of bullying, both for the children who are bullied and for the

## **Reporting Bullying**

- Students are encouraged to report bullying of themselves or others, this can be done in a variety of ways so that there is an option to remain anonymous:
  - Directly by telling any member of staff.
  - Online through the School's Imperos-Confide system.
  -

## **Response to Bullying**

1. Friendship fallout or isolated incident between students – Not Bullying

- Restorative Conversation/Apology - Actioned by Pastoral Support Assistant/Tutor (Parent/Carers informed)

2. Repetition of choice towards others which causes upset or distress – Potentially Bullying Behaviour.

- First Instance – Restorative Justice/Apology/Detention/restate expectations about acceptable behaviour towards others – Actioned by Pastoral Support Assistant/Tutor (Parent/Carers informed).
- Repetition towards same target or another target – Restorative Justice/Apology AND Sanction (After School Detention) – Actioned by Head of Year(Parent/Carers informed).

3. Continuation of choices towards others which fit the definition of Bullying – Bullying Behaviour.

- Meeting with student presenting as bullying – Actioned by Head of Year, Pastoral Support Assistant/Tutor invited and possibly Parent/Carers.
- Actions agreed to support student presenting as bullying in changing behaviour, refer to Pastoral Support Manager if appropriate. Letter to Parent/Carers informing of meeting
- Support agreed for any victims as appropriate

4. Following Head of Year meeting, persistent choices towards others which fit the definition of Bullying – Bullying Behaviour

- Actioned by Head of Year
- Sanctions – Isolation, Anti-Bullying Contract (see Appendix 2)
- Support – Pastoral Manager feedback to Pastoral team on progress and barriers. Head of Year informs Parent/Carers of student's continued choices.
- Support agreed for any victims as appropriate

5. Continued persistent choices which fit definition of Bullying – Bullying Behaviour  
Head of Year refer to SLT

- Actioned by SLT
- Sanction – potentially Fixed Term Exclusion or removal from lessons to Isolation Room. SLT meeting with Parent/Carers.

### **Concerns Procedure**

Where Parents/Carers have concerns about their son or daughter and if they are a victim of bullying, this should be raised with Heads of Year initially, if the matter is not resolved this should be escalated to the Assistant Head Pastoral and if there are ongoing and/or further concerns they should contact the Headteacher.

Students may self-refer their concerns about what they are experiencing, or others experiences through any staff member at any time or via the Safeguarding email or an Anti-Bullying Champion

### **Complaints Procedure**

If Parents/Carers or Students feel that their concerns about bullying are not being addressed properly after they have exhausted the concerns route above, they are invited to use our complaints procedure (which is published on our website).

### **The Use of Derogatory Language**

The school will not accept the use of derogatory language on site, in particular the use of racist, homophobic or disability discriminatory language.

- Staff have received training on suitable responses to the use of homophobic language.
- Staff will always challenge the use of racist, homophobic or disability discriminatory language. Staff will explain why the language is inappropriate and issue a punishment where appropriate.
- All incidents of racist, homophobic or disability discriminatory language are recorded electronically, and the frequency monitored.

### **Children with Special Educational Needs and Disabilities (SEND)**

Children with SEN and disabilities can be disproportionately impacted by bullying and related incidents without outwardly showing any signs. Staff need to be aware of the SEN or disability of any student who suffers, is involved in or a witness to bullying and consult with the SEND Department for guidance when dealing with incidents involving these students

### **The Prevent Duty**

The school recognises it has a Prevent duty, under section 26 of the Counter-Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism. Full details are given in the Safeguarding Policy.

We recognise the potential for students to be driven into radicalisation as a result of the bullying actions of people that they know or people who they meet through social media.

The school builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views through the teaching of PSHE and the school culture of Tolerance, Respect and Kindness.

The Safeguarding Policy sets out the procedure to be followed if a student or Parent/Carer/carers reports such bullying or if a member of staff has a concern of this nature.

### **Cyberbullying** (Guidance for staff can be found in Appendix 3)

Cyberbullying is the sending or posting of harmful or cruel texts or images using the internet or other digital communication devices.

The Department for Education define cyber bullying as:

'An aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend him/herself'.

Cyberbullying may include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying such as racist or homophobic bullying or bullying related to SEN and disability. Instead of the perpetrator carrying out the bullying in person, they use technology as the means of bullying.

Some features of cyber bullying are different from other forms of bullying:

- Invasion of home/personal space: cyber bullying can take place at any time and intrude into spaces that have previously been regarded as safe or personal. The audience can be very large and reached rapidly
- The difficulty in controlling electronically circulated messages means the scale and scope of cyber bullying can be greater than for other forms of bullying.
- Electronically forwarded content is hard to control and the worry of content resurfacing can make it difficult for targets to move on.
- People who cyber bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target.
- Cyber bullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important.
- Bystanders can become accessories to bullying by passing on a humiliating image.

Some instances of cyber bullying are known to be unintentional: it can be the result of not thinking. Something sent as a joke may be deeply upsetting or offensive to the recipient or a lack of awareness of the consequences – for example saying something negative online about another student, or friend that they do not expect to be forwarded or viewed outside their immediate group.

Cyber bullying may be done to, or by, any member of the school community including students, teaching and support staff. It will be investigated and dealt with whoever is involved.

## **Legal Issues**

Cyber bullying can be a criminal offence.

- It is unlawful to disseminate defamatory information in any media including the internet.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- The Malicious Communications Act 1988
- The Public Order Act 1986

## **Preventing Cyberbullying**

- Students are encouraged to follow the school Anti- Bullying code.
- Students must sign the school's Acceptable Use Policy and are expected to adhere to it.
- Certain sites are blocked by the school's filtering system. The IT Department monitors students' use.
- The use of mobile phones is restricted as detailed in the Behaviour and Online Safety Policies.
- The use of cameras is not allowed in washing and changing areas, or in the dormitories of boarding houses.

We have identified opportunities to reinforce the message to students, staff and Parent/Carers that bullying of any kind, including cyber bullying will not be tolerated. These include:

## **Raising Awareness and Advice**

### **Posters**

- Advice on how students should respond to Cyberbullying are displayed in ICT rooms.
- Statements of the schools' response to Cyber bullying are posted in ICT and Tutor rooms.
- The Anti-Bullying posters are displayed in school and boarding houses.

The following topics are covered within the curriculum and pastoral time:

### **ICT Lessons**

- Safe use of email

- Using mobile technology
- On-line safety
- Definitions of cyber bullying
- Technologies associated with cyber bullying
- Dealing with Cyber bullying
- Cyber bullying scenarios
- Chat room /on-line forums safety
- Cyberstalking

### **PSHE/Assemblies/Tutor Time**

- Anti- bullying Week
- Scenarios of Cyber Bullying and Online Safety
- Impact of Cyber bullying on individuals
- Reporting Cyber bullying
- The role of the bystander

### **Parent/Carers**

Parent/Carers and Carers will be made aware of the Anti-bullying policy through:

- Year 7 intake evening
- School website
- Admission interviews
- Head's newsletters
- Parent/Carer/carer training evening

### **All Staff**

- Comply with and to be aware of and understand the Anti-Bullying Policy and their role in the process of keeping students safe
- Staff to comply with and to be aware of and understand the Online Safety Policy

### **Responding to Cyberbullying Incidents**

- Staff, students and Parent/Carers are advised to keep a record of the bullying as evidence, for example phone logs, text messages or images on networking sites. They can be useful to show Parent/Carers of the perpetrator and where necessary, the police. When evidence has been secured, the offensive material should be removed or deleted from the relevant device.
- Students and Parent/Carers are encouraged to report all incidents of Cyberbullying to a member of staff and are assured that it will be dealt with as swiftly as possible.
- Reports will be dealt with in the same way as for any bullying incident as detailed above.
- In serious cases the school will involve the police.

- The school will investigate incidents involving members of the school community which takes place at any time.

### **Online Safety at Home**

Several sites offer helpful advice to Parent/Carers/carers and how they can best monitor their child's use of the computer at home. Useful information can be found on the following site:

<https://www.thinkuknow.co.uk/>

<http://educateagainsthate.com/>

<https://www.stonewall.org.uk/>

[www.antibullyingalliance.org](http://www.antibullyingalliance.org)

[www.beatbullying.org](http://www.beatbullying.org)

[www.bullying.co.uk/children](http://www.bullying.co.uk/children)

[www.bullying.org](http://www.bullying.org)

[www.childline.org.uk](http://www.childline.org.uk)

[www.antibullying.net](http://www.antibullying.net)

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.t-mobile.co.uk/help-and-advice/advice-for-Parent/Carers/](http://www.t-mobile.co.uk/help-and-advice/advice-for-Parent/Carers/)

[www1.orange.co.uk/documents/regulatory\\_affairs/guide\\_for\\_Parent/Carers.pdf](http://www1.orange.co.uk/documents/regulatory_affairs/guide_for_Parent/Carers.pdf)

[www.vodafone.com/content/index/Parent/Carers.html](http://www.vodafone.com/content/index/Parent/Carers.html)

[www.o2.co.uk/Parent/Carers](http://www.o2.co.uk/Parent/Carers)

### **Reviewing and Monitoring**

This policy will be reviewed annually.

## Appendix 1

<b>SEXEY'S SCHOOL ANTI-BULLYING INCIDENT REPORT</b>	<b>GREEN – Victim</b>
1. What, when and where did it happen?	
2. How did it make you feel?	
3. Who was there?	
4. How do you think we can resolve this problem?	
5. Account read back to student to ensure accurate details recorded and amendments made, if necessary.  Student agree's true account: Yes/No  Staff member name:  Date:	
6. Action   Staff member name:	Resolved: Yes/No   Date:

<b>SEXEY'S SCHOOL ANTI-BULLYING INCIDENT REPORT</b>	<b>MAUVE - Alleged perpetrator</b>	
1. What, when and where did it happen?		
2. How did it make you feel?		
3. Who was there?		
4. How do you think we can resolve this problem?		
5. Account read back to student to ensure accurate details recorded and amendments made, if necessary.  Student agrees true account: Yes/No  Staff member name:  Date:		
5. Action   Staff member name:	Resolved: Yes/No   Date	

<b>SEXEY'S SCHOOL ANTI-BULLYING INCIDENT REPORT</b>	<b>YELLOW – Involved – please state level of involvement e.g. bystander/witness etc.</b>  Involvement:
1. What, when and where did it happen?	
2. How did it make you feel?	
3. Who was there?	
4. How do you think we can resolve this problem?	
5. Account read back to student to ensure accurate details recorded and amendments made, if necessary.  Student agrees true account: Yes/No  Staff member name:  Date:	
5. Action   Staff member name:	Resolved: Yes/No   Date:

## Appendix 2

<b>SEXEY'S SCHOOL ANTI-BULLYING CONTRACT</b>	
1. Who are you picking on or giving a hard time (i.e. bullying)?	
2. What have you been doing or saying? Where and why have you been doing this?	
3. How might this person feel when they are bullied or harassed by you?	
4. Complete the following statements by 'crossing out' the incorrect words. a. Bullying is OK / not OK. b. Harassment is OK / not OK. c. It is acceptable / not acceptable to bully others at Sexey's School.	
5. What can I do to resolve this situation? (State what you will do as your part in stopping this bullying and harassment.)	
<p><b><i>I am aware that I am being provided with an easy way to resolve this situation. I understand that if I do not stop this bullying or harassment that this matter will become a discipline issue where other more serious consequences will apply. These consequences may include temporary or permanent exclusion.</i></b></p> <p><b>Note: Your behaviour will be monitored over the next few weeks and months to ensure that you fulfill your commitment to stop bullying or harassing others at Sexey's School</b></p> <p><i>Ask the student to read the text above. Explain that they have a chance to resolve this without any further consequences but that if they do any further bullying it will become a disciplinary issue.</i></p> <p>Student understands and agrees: Yes/No</p> <p>Staff signature</p> <p>Parent/Carer/Carer signature: _____ Date: _____</p>	

## **Appendix 3**

### **CYBERBULLYING GUIDANCE FOR STAFF**

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

#### **Mobile Phones**

- Ask the student to show you the mobile phone
- Note everything relating to an inappropriate text message/image: include date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the student to save the message/image
- Go with the student to a member of the Senior Leadership Team or Head of Year.

#### **Computers**

- Ask the student to get up on-screen the material in question and to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Accompany the student, taking the offending material, to a member of the Senior Leadership Team or Head of Year

### **GUIDANCE FOR STUDENTS**

- If you believe you or someone else is the victim of cyber-bullying, speak to an adult as soon as possible. This person could be a Parent/Carer/guardian, tutor, Pastoral Manager, Head of Year, House Parent/Carer or any member of staff.
- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to the member of staff. Even if it is upsetting, the material is important evidence which may need to be used later as proof
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms

### **GUIDANCE FOR PARENT/CARERS/CARERS**

Parent/Carers/Carers and the school must work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be Cyberbullying.

- Parent/Carers/Carers are informed of the Anti-Bullying Policy and how Cyberbullying is responded to. Parent/Carers/Carers can help by making sure their child understands the school's policy.
- Parent/Carers/Carers should explain to their child the legal issues relating to Cyberbullying
- If Parent/Carers/carers believe their child is the victim of Cyberbullying, they should save the offending material and make sure they have all relevant information before deleting
- Parent/Carers/Carers should contact the Head of Year as soon as possible. A meeting can be arranged.
- Sexey's School reserves the right to take action against bullying perpetrated outside the school, which spills over into the school.