

# Anti-Bullying and Anti-Cyber Bullying Policies Prep School including EYFS

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2025 / 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Anti-Bullying and Anti-Cyber Bullying Policies**

### **Prep School including EYFS**

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#### **Policy 1: Pre-Prep (EYFS and Prep 1)**

##### **Scope**

Policy 1 applies to all EYFS, Prep 1 pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

##### **Roles and Responsibilities**

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Prep Co-Heads and DSL are delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

##### **Introduction**

This policy is to be read in conjunction with IPS Child Protection Policy (Full School) and Behaviour Management Policy, EYFS and Prep 1 – 6). The principles of the School policy are understood, including the needs of pupils and their families with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs.

##### **Anti-bullying Strategy**

1. It is a basic entitlement of every EYFS and Prep 1 pupil that they receive an education free from humiliation, oppression and abuse. It is, therefore, the responsibility of all adults working in EYFS and Prep 1 to ensure that this happens in an atmosphere which is caring and protective. Relationships are the foundation of our School; children are encouraged to not only treat others as they would wish to be treated, but also to actively safeguard

the rights of others. Parents should feel confident that when they send their child to School, they will be safe and happy here.

2. The purpose of this policy is to ensure that victims of bullying are confident of support and redress, while aggressors are helped to see the error of their ways and to appreciate the consequences of their actions and:

- To enable children or any person (adult or child) to understand what bullying is;
- To enable children or any person (adult or child) to understand that bullying of any kind will not be tolerated by the staff and governors;
- To enable parents to feel confident that bullying will be dealt with by the School;
- To promote a positive, non-violent, accepting and caring ethos in the School
- To raise the awareness of bullying and our firm positive stance against it.

Children are vulnerable and have little sense of danger, only learning to assess risks with help from adults. Being overprotected can prevent children from learning about possible dangers and about how to protect themselves from harm.

Staff will help children to learn to recognise how to behave appropriately towards one another, to understand there are boundaries and limits to expectations of behavior and guide them to make choices which will help make them aware of how to deal with situations of bullying if it arises and to keep them safe. Staff will also help pupils to deal with the outcomes of bullying, advising on ways that pupils may respond, by being more aware in identifying bullies to more extreme circumstances that might lead to serious personal problems. However, this will be approached extremely sensitively, and such topics will only be broached when the situation arises.

## Definition

3. Bullying is any incident perceived by the victim or anyone else as bullying and is usually repeated over time. It is often deliberately hurtful.

## What does bullying look like?

4. In the main it consists of:

- **Physical** - hitting, kicking, pinching, extortion, sexual assault, stealing, hiding belongings;
- **Verbal** - name calling, mockery, insulting, making offensive remarks, religious bias, sexual or homophobic innuendo, threatening affronts and similar taunts;

- **Psychological/Emotional** – exclusion from social groups whether physically or academically based, spreading malicious rumours, graffiti, defacing of property, display of pornographic, homophobic, racist or sexist material or actions to cause offence;
- **Cyber or Virtual Bullying** – Cyberbullying is bullying online and any form of anti-social behaviour over the internet or via a mobile device. It is an attack or abuse, using technology, which is intended to cause another person harm, distress, or personal loss. Forums and tools used often vary and include a range of electronic devices often linked to forums or chat rooms. The tool may be a computer or laptop, a mobile phone, a camera or recording device, a tablet or games-console or simply email or mobile text messaging. Typically, the bullies use Social Networking sites such as Snapchat, Tik Tok, Facebook, Instagram, Twitter and other interactive forums to target an individual or group.

Some examples of cyberbullying can include:

- Spreading malicious and abusive rumours and gossiping;
- Emailing or texting you with threatening or intimidating remarks;
- Mobbing (a group or gang that target you);
- Harassing you repeatedly;
- Intimidation and blackmail;
- Stalking you on-line and continually harassing you;
- Posting embarrassing or humiliating images or videos without your consent;
- Posting your private details on-line without consent;
- General bullying or stalking;
- Grooming (enticing or goading you on-line to self-harm or commit a crime);
- Setting up a false profile, Identity fraud or identity theft;
- Using gaming sites to attack or bully you;
- Theft, fraud or deception over the internet;
- Someone you know is bullying you online;
- If someone has posted false, malicious or private things about you online and you believe the bully is someone you know or used to be friends with, this can be very distressing. In some cases, photographs, images or unkind comments are being posted on-line without your consent by someone you know, or once knew.
- Sextortion

## Who bullies?

5. Anyone has the capacity to bully. Anyone within a community, institution or group may use bullying to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not.

## Who is bullied?

6. **Anyone** can be bullied – pupil, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

## Recognising Bullying

7. All members of EYFS and Prep 1 staff will be alert to the possibility of breaches of the policy and take appropriate action. Pupils who identify that the policy is not being followed will alert an adult they trust. The person who receives a report from a pupil will take it extremely seriously and be seen to be doing so.

## Responding to Bullying

8. In the event of a bullying incident being reported:
  - An initial assessment will be made as to whether or not a bullying incident has occurred;
  - Parents will be consulted at the earliest opportunity;
  - Whoever receives the report of the incident will listen to the concerns and complete a written report;
  - PSCHE programmes ;
  - Assemblies with role play, discussion etc where appropriate, Girls on Board if appropriate;
  - Befriending schemes;
  - Working with victims.

Co-Heads of the Prep School, DSL and Deputy Head may decide to have a meeting with all the children involved to:

- Discuss the nature of the incident;
- Discuss the feelings of the child being bullied;
- Discuss the need to sort out and identify the problem and prevent further incidents;

- Draw up an action plan designed to monitor the situation ;
- Arrange a date for the next meeting approximately one week later;
- Agree the wording of the written report made by the Co-Heads or DSL.
- Add written report to MyConcern

A written record will be made of the second meeting. Positive remarks are encouraged, and the new feelings of the previously bullied child are noted. The children are thanked for solving a really serious problem. Alternatively, more strategies need to be discussed and a new plan of action created, implemented and reviewed a week later.

Parents are most likely to be involved where further meetings are arranged. They will be asked to support the elimination of inappropriate behaviour and in reinforcing the need for a positive response.

## **Queries**

Queries on this policy should be directed to the Prep Co-Heads and DSL.

## **Review and Verification**

This policy is reviewed annually by the Prep Co-Heads and DSL.

## **Policy 2**

Please see overleaf for **Policy 2, Prep 2 – 6**.

## **Policy 2: Prep School (Prep 2 – 6)**

### **Scope**

Policy 2 applies to all pupils and staff in the Prep School (hereinafter 'Ibstock' or 'the School'), irrespective of their age, and is available to all parents whose children enter the School and to prospective parents.

### **Roles and Responsibilities**

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Prep Co-Head and DSL is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

### **Aims and Objectives**

**This policy covers all forms of bullying and cyber-bullying.**

- At Ibstock Place School, our community is based upon kindness, mutual respect, tolerance and good manners. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.
- The School prides itself on its respect and mutual tolerance. Parents have an important role in supporting the School in maintaining high standards of behaviour. It is essential that School and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.
- Bullying, harassment and victimisation and discrimination will not be tolerated at the School. Bullying is harmful to individuals, interferes with a pupil's right to enjoy his or her learning and leisure time, and is contrary to the School's aims and values. We treat all of our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School.

## Definition of Bullying and Cyberbullying

- Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including hitting, kicking, taking possessions and touching in a sexual way), verbal (name calling and insults, including comments made on email), emotional means (by excluding someone from a social group, tormenting or spreading malicious rumours) or virtually (see cyberbullying). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle but repeated over a period of time. It can also be overt and intimidatory.
- Bullying may involve actions or comments that are racist, sexual/sexist, homophobic, which focus on disabilities, religious beliefs or cultural differences, physical attributes (such as hair or skin colour, or body shape). Bullying can happen anywhere and at any time.
- Cyber bullying can involve social networking sites, emails, messaging, photographs and videos. Ibstock Place School defines cyber bullying as the use of information and communication technologies, particularly mobile phones and the internet to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm another who may not be able to defend him or herself.

## Contextual Matters

- *Intention:* 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 be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave Ibstock Place School.
- *Responsibility:* It is everyone's responsibility to ensure, whatever the circumstances, that no pupil becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because s/he is new in the School, appears to be uncertain or has no friends. S/he may also become a target because of an irrational decision by a bully.
- *Legal Aspects:* A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School.

## Organisational Strategies

- *The Class Teacher:* On entry into the School pupils are assigned to a Class Teacher who is responsible for each individual pupil's development and welfare. The Class Teacher is therefore in the best position to watch for early signs of distress, such as deterioration in work, erratic attendance, isolation or the desire to be with adults. The pastoral role of the Class Teacher provides the opportunity for pupils to develop a caring relationship with an adult to whom they can talk in confidence and who will treat their worries discreetly and sensitively.
- *The School Nurse:* is another adult in the community who may also pick up early signs of distress either through spurious illness or erratic attendance. They are also someone, like the Class Teacher, to whom the pupils can speak, in confidence, knowing that their concerns will be dealt with sensitively and discreetly.
- *Break time supervision:* All play areas, bathrooms and corridors used by pupils during breaks are regularly patrolled by staff and/or pupils on duty. Lunchtime Supervisors play an important part in ensuring that children play safely and happily. They inform the relevant teacher of incidents which should be followed up with pupils.
- *Non-teaching staff:* Since the majority of bullying takes place outside the classroom it is important to involve non-teaching staff who should be aware of the School's policy on bullying and their role in upholding it. Kitchen staff, Maintenance Team and Lunchtime Supervisors are in a position to help implement the School's policy on bullying through their handling of the pupils and by reporting any matters of concern to the teaching staff.
- *Assemblies:* If appropriate the Co-Heads of the Prep School or Deputy Head may use this time to address friendship and social relations in the School, in response to incidents which have occurred in School.

## Preventative Measures

- The Prep School takes the following preventative measures:
  - Our Policy and procedures to deal with bullying are included in the induction of new staff and there are regular reminders of protocols in staff briefings throughout the year.
  - We use assemblies, to enforce the message about community involvement, taking care of each other and respecting each other.

- Pupils are regularly reminded to report bullying to their Class Teacher. We promote the “do not suffer in silence” approach to accessing support in our PSCH lessons.

## The Curriculum

- The PSCH curriculum in the Prep School focuses attention on bullying.
- In addition to their academic value, School trips provide considerable opportunity for the development of personal and social skills. Being away from home and parents provides pupils with the opportunity to develop and cement their friendships and to gain greater maturity and independence. Through their organisational strategies teachers can help to encourage all the children to become accepted members of their peer group and thus help to avoid the development of confrontational and competitive relationships that lead to bullying.

## Teachers

- Teachers themselves must conform to the School's ethos in which relationships between all individuals and groups in the community are based on mutual respect. Adults should be particularly aware that tacit support can be given to bullying through the use of nicknames, references to personal attributes or sexuality.
- Teachers should look out for signs of unhappiness, isolation or anxiety amongst their pupils and take appropriate action. It is important to be especially aware during break times. The ‘Buddy Benches’ in the Macleod House playground and additional seating areas outside the Pre-Prep building may give good indication to these signs.
- Since research shows that victims tend to have difficulty asserting themselves in a group, teachers should take the initiative away from bullies who may seek to use the way groups are organised in lessons as a way of isolating their victims.

Teachers should therefore:

- Dictate where pupils sit in their class.
- Change the seating arrangements frequently to encourage new friendship patterns and to foster integration.
- Dictate the pairs or groups in which children will work on specific activities so that all the children get the chance to work together and are not excluded or made to feel inferior. This requires teachers to include the social dynamics of the group alongside other considerations when planning group activities.

- Give attention to social skills when organising and conducting teaching activities; teachers can help to raise the self-esteem and confidence in the group of the victims of bullying and can similarly help bullies to work co-operatively with others through encouraging and rewarding behaviour that conforms to the School's ethos and respect for others.
- Deal with any name-calling or racist or sexist language or actions at the time and not ignore them.

## Pupils

- It is important to encourage the pupils themselves to counteract bullying. This requires that the School's policy is made clear to pupils during the PSCHE lessons and that it is supported by adults. Pupils are taught that being a 'bystander' to bullying can also be harmful and pupils are encouraged to report their concerns to an adult.
- The help of pupils, a 'buddy', can also be enlisted to support new pupils or pupils who are shy or have a particular reason for being worried or unhappy, such as an illness or bereavement. This not only supports and protects the child in need but encourages caring attitudes in individuals and caring and responsible attitudes in the group towards others.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- Our more experienced staff and Managers in the Prep School are trained to handle incidents as an immediate priority and are alert to possible signs of bullying.
- Management in the Prep School give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at break times in the playground, where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- We reserve the right to investigate incidents that take place on School visits and trips.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures in an effort to improve our work here.

## Parents

Parents play an important role in supporting the School's Anti-Bullying and Anti-Cyberbullying Policy:

- Parents may be the first to notice early signs of distress and alert the School, thus enabling action to be taken immediately by either the Class Teacher, Co-Heads of the Prep School, DSL or Assistant Head. As electronic devices are not allowed in School, it is most likely that Cyberbullying may be a dominant means to create unkindness from home. Parents should consider filtering internet search engines and monitor the usage of technology at home. They are encouraged to report any incidents to the School.
- By discussing the problem with both the child and teacher, the parents of both the bully and the bullied are then able to help and support the child through the problem.
- Parents can also help the isolated child recruit friends. Fostering friendships is a more effective way than encouraging children to strike back which only tends to make matters worse: a child who has friends is less likely to be bullied.

## The School

All elements of this policy cover the many different aspects of bullying, including cyber-bullying. The line between the 'real' and 'virtual' worlds is now almost non-existent for many children.

With specific reference to the risk posed by cyber-bullying, the School:

- Expects all pupils to adhere to its rules (as stated in the ICT agreement) for the safe use of the internet. Certain sites are blocked by our filtering and monitoring system and the software Senso is used on all computers. The IT Department also monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal School email address. Access to social media sites such as Tik Tok, Instagram and Facebook is not allowed.
- Offers guidance on the safe use of social networking sites and cyber-bullying in the e-safety sessions with Class Teachers.

Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

- Does not permit the use of cameras, mobile telephones, or other digital recording devices by pupils on site.
- Recognises the Powers given to Head Teachers outlined in *Screening, searching and confiscation*, published by DfE in April 2012 to look at content on mobile phones.
- Hosts a *Digital Parenting* evening each academic year which presents to parents the content of the Computing teaching curriculum in and in the e-safety sessions from EYFS to Prep 6 and gives advice to parents on many aspects of children's use of technology including cyber-bullying. An online version of this presentation is made available on the *Parent Portal*.

## Signs of Bullying

- Bullies tend to pick on vulnerable children who are new to the class or School, are different in appearance, speech or background to the other pupils, have low self-esteem, react in an 'entertaining' way when bullied, are nervous or anxious.
- Groups of bullies can victimise other groups; for example, pupils can be stereotyped as nerds.
- Changes in behaviour that may indicate that a pupil 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 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 Nurse with symptoms such as stomach pains, 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, experiences 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 possible signs of bullying should be investigated by parents and teachers.

## Procedures for Dealing with Reported Bullying

- The Prep School as a caring community is central to the ethos of Ibstock Place School and the relationship between all persons, as individuals and as groups, within the School community is based on mutual respect and consideration for the needs and feelings of others. The development of caring attitudes between pupils is essential to our aims and an essential basis upon which we seek to encourage pupils to develop their full potential as persons. No person's or child's worth is measured against that of another, and the School seeks to encourage each pupil, with the support of his/her peers, to find his/her strengths and talents and to develop them to the full. Pupils who bully others are therefore behaving in direct conflict with the ethos of the School and their actions can affect not only individual pupils, but also the atmosphere of a class and the climate of the whole School.
- The following guidelines set out the strategies undertaken by the School and here by the Prep School for dealing with it when it does occur:
  - If, on investigation by the Class Teacher, signs of distress indicate that a child is being bullied, it is important to offer immediate support and help for the victim. Incidents of bullying must also be recorded on the safeguarding system of My Concern, and the serious concern of the School indicated to all pupils and parents involved.
  - The Class Teacher should report his/her concerns to the Co-Heads of the Prep School, DSL and Deputy Head following which an assessment will be made.
- *Assessment:* Co-Heads and Designated Safeguarding Lead will see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation, taking into consideration:
  - The nature of the incident/s – physical? Verbal? Exclusionary? Online? 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 – Parents? Log on MyConcern? Social Services? The police?
  - Can the alleged bully be seen on a no-names basis?
  - What is the likely outcome if the complaint proves to be correct?

- The bully and victim should be interviewed separately and asked to record the events in writing. The Class Teacher, Co-Heads of the Prep School or Deput Head should record this and all subsequent discussions with pupils. All written records should be placed on file and logged on MyConcern.
- Where the bully admits to behaving in contravention to the Code of Conduct a meeting should be held with all pupils involved. At the meeting an opportunity should be provided for the bully/bullies to make a verbal apology to the victim, if the victim feels comfortable with the action. The bullies should take responsibility and undertake not to behave in this way again. The apology and undertaking should then be made in writing and put on file.
- In the first instance of bullying, provided the behaviour has not posed a serious threat to the safety of other pupils, a firm warning should be given, (following the behaviour policy), at the meeting that any further incidents would result in parents being informed and asked to come in to School. The parent may be informed if the Class Teacher, Co-Heads or DSL of Prep School see fit. The victim should be asked to let the Co-Heads, and of the Prep School know if there are any further incidents of bullying, in which case a further investigation should take place immediately, following the policy guidelines.
- The parents of the bullied pupil should be contacted and informed of the problem and action taken by the School.
- Once these procedures have been followed it is important for the Class Teacher to continue supporting the pupils involved over a period of time until new patterns of behaviour and friendships are established. In particular, regular meetings should be arranged for a period to ensure the pupil is happy and advice should be given, where appropriate, to encourage victims to be assertive and to consider their role in relationships, which may have led to friendship problems.
- 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 (see Range of Action, below).
- *Serious Incident:* If the Class Teacher believes that serious bullying behaviour has occurred, involving a pupil, or has recurred after warnings have been given to the "bully", she/he must inform the Co-Heads of the Prep School and Designated Safeguarding Lead. They will then:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. She may decide to ask another member of staff to be present. Written evidence should be taken from both the 'victim' and 'bully'.
  - Decide on the action to be taken in accordance with the *Range of Action* set out below.
  - Notify the parents of the victim and the bully, giving them details of the case and the action being taken.
- *Range of Action:* When a complaint is upheld the range of responses will include one or more of the following:
    - Advice and support to the victim and, where appropriate, the establishment of a course of action to help the victim;
    - The logging all notes in relation on My Concern and in Prep pupil notes;
    - Ensuring all teachers are informed confidentially in morning briefings;
    - Advice and support to the bully in trying to change his/her behaviour; this may include clear instructions and a warning or final warning;
    - 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;
    - A disciplinary sanction against the bully such as suspended break times;
    - In the unusual event of a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave Ibstock Place School permanently;
    - Action to break up a group;
    - Involvement of social services or the police in extenuating circumstances;
    - Notifying the parents of one or both pupils about the case and the action which has been taken;
    - Noting the outcome in the relevant files;
  - *Monitoring:* The position should be monitored for as long as necessary thereafter.

Action may include:

- Sharing information with Prep School staff and Lunchtime Supervisors in order that they may be alerted 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 ;

- *Formal Complaint:* If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the procedure outlined in the IPS Complaints Procedures.

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovered the situation, will control the situation, reassure and support the pupils involved;
- He/she will inform an appropriate member of the pastoral team as soon as possible;
- The victim will be interviewed on his/her own and asked to write an account of events for the record;
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events;
- The incident will be recorded through notes on the pupils' files;
- The Co-Heads of the Prep School or their designate will be informed; in very serious incidents, the Head will be informed by the Heads of the Prep School or their designate;
- The victim will be interviewed at a later stage by a member of the Prep Management Team, separately from the alleged perpetrator; it will be made clear to him/her why revenge is inappropriate; he/she will be offered support to develop a strategy to help him or herself;
- During this time, all staff who deal with each pupil are informed of the situation and are asked to report troublesome behaviour or interactions to the relevant members of staff;
- The alleged bully will be interviewed at a later stage by a member of the Management Team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions;
- The parents/guardians of all parties will be informed and, if appropriate, invited into School to discuss the matter; their support will be sought in ensuring there is no recurrence of such behaviour;
- All suspected or confirmed cases will be documented and updated on My Concern.

## Sanctions Issued to Bullies

- The first response to an instance or instances of bullying will be to draw on the skills of the Management and Class Teachers to explain to the bully why the action is wrong and to assess the level of remorse. With additional intervention, it is hoped that a child may learn from their mistakes and that they may continue their school career without any further mediation needed.
- In line with the School's *Behaviour Management Policy*, the first instance of bullying behaviour, dependent on the severity of the offence, may lead to the issue of additional observation at breaktimes and between lessons and a pupil may be 'banned' from playing with another pupil in the playground. Parents of both the victim and the 'bully' will be called in for a strategy meeting and to create an action plan.
- Repeated bullying by a pupil leads to an escalation of response with the Headteacher determining whether the child will be suspended (internally or externally).

## Cyber-Bullying Definition and Awareness

- 'Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices' (Department for Education 2018).
- It can happen anywhere online that allows digital communication, such as:
  - Social networks
  - Social media sites
  - Text messages and messaging applications
  - Email and private messaging
  - Online chats
  - Comments on live streaming sites
  - Voice chats in games
- Children may experience several types of abuse online such as bullying/cyberbullying, emotional abuse or sexual exploitation.
- Sexting is when people share a sexual message and/or a naked or semi-naked image, video or text message with another person. It's also known as nude image sharing.
- Children and young people may consent to sending a nude image of themselves. They can also be forced or coerced into sharing images by their peers or adults online.

- If a child or young person originally shares the image consensually, they have no control over how other people might use it.
- If the image is shared around peer groups, it may lead to bullying and isolation. Perpetrators of abuse may circulate a nude image more widely and use this to blackmail a child and/or groom them for further sexual abuse.
- It's a criminal offence to create or share explicit images of a child, even if the person doing it is a child. If sexting is reported to the police, they will make a record but may decide not take any formal action against a young person.  
(Taken from NSPCC, 2021)
- Using both the NSPCC and official government guidelines, ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)) teachers can be made aware of the indication of cyberbullying and abuse online.
- All reported cases should be recounted to DSL and parents of the child.
- Pupils to be made aware of definition of abuse online and cyberbullying in the PSHE curriculum and e-safety lessons in Computing. Within this, pupils to be made aware of possible scenarios and how/where to report their concerns both in and out of School.

## Queries

Queries on this policy should be directed to the Prep Co-Heads and DSL.

## Review and Verification

This policy is reviewed annually by the Prep Co-Heads and DSL.

## Appendix

### Suicide or Attempted Suicide by a Pupil or Member of Staff

Please see overleaf.

# Appendix 1

## For reference for Prep Staff

### Suicide or attempted suicide by a pupil or member of staff.

(Formerly Suicide Policy)

#### Introduction

1. Suicide among young people has increased in recent years and is particularly prevalent in the late teenage population.
2. We believe it is important as a School to have considered the issue of suicide affecting our community and agree on a policy and procedure for managing such a situation.

#### Policy

3. We aim to provide a secure and healthy living environment for our pupils. Through the taught curriculum we aim to increase self-esteem, self-confidence and coping skills in all pupils and to identify those pupils at risk and refer them for appropriate help.
4. Should a pupil attempt suicide the Head and Co-Heads will coordinate a meeting with the family. At this time the following points may be established:
  - Brief outline of the facts including nature of suicide attempt to ensure the School environment is as safe as possible;
  - An idea of any triggers the pupil has mentioned (especially those relevant to School);
  - Intervention to date, contact details for external agencies if relevant, up-to-date contact details for parents; first response agreed if necessary;
  - Any activities at School that the pupil should not be involved in at the moment;
  - People at School who know and need to know – any pupils?
  - Response if the information becomes known amongst the pupil body;
  - Agreement to discuss with the pupil what he or she would like to be able to do during the day to seek support if necessary – a place to go, a person to speak with, etc.
  - Arrangements concerning the pupil's movement to and from School.

5. Should a pupil commit suicide, the Management Team will follow this Action Checklist to help guide them in relation to management of the situation:
  - How and when should pupils be informed?
  - What specific information about the incident will be given to staff and pupils?
  - How will the School help to protect the family's privacy?
  - Who is the spokesperson for the School and what comment, if any, will be made to the media?
  - What will members of staff be advised to say if contacted by the media or other agencies?
  - How should the personal possessions of the deceased pupil be dealt with?
  - What form of counselling and support will be provided for those pupils and staff, and by whom will this support be provided?
  - Where will the counselling centre(s) be located?
  - For how long will special counselling be provided?
6. In dealing with the long-term effects, it is recognised that some pupils and staff may continue to experience a sense of loss, rejection, anger and disillusionment for some time and that the grieving process needs to be worked through by each person. A number of areas need considered:
  - Facilitation of expressions of grief e.g. memorial service, special assembly;
  - Vigilance by staff with counselling and support for pupils will minimise the risk of copycat attempts by peers;
  - Pastoral staff to have regular contact with the most vulnerable pupils;
  - Continued support and contact with the family of the deceased person;
  - Opportunities provided for staff to reflect their own reactions and share their findings on the monitoring of vulnerable pupils;
  - Some grief counselling may be appropriate for a group of pupils – both friends of the deceased pupil and other vulnerable pupils with recent family loss;
  - Care and empathy should be exercised at prominent dates or occasions such as inquest, anniversary etc.
  - Understanding that out-of-character behaviour may be an individual's way of coming to terms with their grief.
7. Internal Supports may include:
  - The School's pastoral care personnel
  - The Board of Governors
  - The Wellbeing Hub

8. External Supports may include:

- The family doctor
- Health professionals who visit the school
- Social Services
- Members of relevant voluntary agencies, e.g. the Samaritans
- The local clergy

9. It should be noted that, unfortunately, schools may suffer the loss of a member of staff through suicide. The above procedures also apply in such situations.