



ANTI-BULLYING POLICY

This whole school policy also applies to the Early Years Foundation Stage

1. Introduction

- 1.1 St. Hilary's School is committed to providing a safe and secure environment which enables each child to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school.
- 1.2 We are committed to preventing bullying as far as reasonably practical, and to promoting a positive culture which encourages positive behaviour where the pupils feel free of the fear of bullying. In the rare instances where it should occur, we want the pupils to feel confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to and the matter investigated and dealt with appropriately.

2. Scope

- 2.1 This policy applies to all pupils and staff at St. Hilary's School.

3. Circulation

- 3.1 This policy is available to the school community on the website.

4. References

- 4.1 This policy has been developed in accordance with principles established by the non-statutory DfE advice document *Preventing and Tackling Bullying In Schools* (DfE 2017); *Cyberbullying: Advice For Headteachers And School Staff* (DfE 2014); and *Advice For Parents And Carers On Cyberbullying* (DfE 2014); *Character Education Framework Guidance* (DfE 2019)

5. Other Policies

- 5.1 This policy should be read in conjunction with St. Hilary's:
 - i. Acceptable Use Policy (Agreement)
 - ii. Accessibility Policy
 - iii. Behaviour Policy
 - iv. EAL Policy
 - v. Equalit, Diversity and Inclusion Policy
 - vi. E-Safety Policy
 - vii. Privacy Notice
 - viii. Remote Learning
 - ix. Remote Working Policy
 - x. Safeguarding Policy
 - xi. SEND Policy
 - xii. Staff Handbook



6. Definition

- 6.1 Bullying is any conscious behaviour, repeated over time, which is intended to cause hurt either physically or emotionally, is often motivated by prejudice, and is an abuse of power by those who carry it out. It normally relies on observers and on lookers either doing nothing to stop the bullying or becoming actively involved in supporting it, defined as passive bullying. It is important to note the distinction between bullying, as defined above, and conflict, where pupils may have arguments or say hurtful things as a result of an isolated friendship issue.
- 6.2 Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, sexual orientation, gender, homophobia, special educational needs and disability, or because a child is adopted, or is a carer. St. Hilary's takes bullying on the basis of protected characteristics particularly seriously.
- 6.3 Although bullying can take many forms, it can broadly be categorised as either physical or non-physical bullying. Physical bullying may involve actions such as hitting, pushing or damaging/ hiding possessions. Non-physical bullying can be direct or indirect. Direct non-physical bullying may involve name-calling, threats or teasing. Indirect non-physical bullying may involve exclusion; ignoring; graffiti; spreading false rumours; and ruining friendships. Indirect non-physical bullying has been found to cause the most damage in terms of mental health and yet is often the hardest to recognise and respond to.
- 6.4 Cyberbullying is bullying that takes place using technology: for example, on social media sites, through a mobile phone, using text messages, photographs, email, or via gaming sites. Its effects can be devastating. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.
- 6.5 Cyberbullying can also involve adults, with some teachers having become victims of internet messaging which undermines or ridicules them. It is unacceptable for pupils, parents and colleagues to denigrate and bully school staff via social media, in the same way that it is unacceptable to do so face to face.
- 6.6 Bullying may cause serious emotional and/or physical harm to its victims and may cause severe psychological damage. In the most extreme circumstances, it can even lead to suicide. In some instances, it may also be treated as a criminal offence under the laws concerning harassment and threatening behaviour.
- 6.7 All staff should recognise that bullying can be a form of peer on peer abuse. Any case of peer on peer abuse should be discussed with the DSL. Furthermore, low- level disruption and the use of offensive language can in itself contribute to bullying and have a significant impact on its target. It should not be left unchallenged or dismissed



as banter or horseplay. Early intervention is necessary to set a clear expectation of behaviour that is and isn't acceptable. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

7. Indicators

7.1 Common signs that a pupil is being bullied may include that s/he:

- i. Is reluctant to attend school, or connect to remote lessons (during school closure)
- ii. Is unwilling to walk to school/ travel on bus.
- iii. Develops a pattern of minor illnesses/ feels ill in the mornings.
- iv. Has property or money which is lost or damaged.
- v. Becomes withdrawn and anxious or loses confidence.
- vi. Becomes aggressive or disruptive.
- vii. Cries her/himself to sleep or has nightmares/ difficulty sleeping.
- viii. Begins to do poorly in school work.
- ix. Does not want to go to school and/or avoids meeting friends and school mates.
- x. Avoids formerly enjoyable social situations.
- xi. Stops eating.
- xii. Gives improbable excuses.
- xiii. Is frightened to say what is wrong.

7.2 Common signs that a pupil is being cyberbullied may include that she/he:

- i. Becomes upset after using the internet.
- ii. Is unwilling to talk or secretive about her online activities
- iii. Spends much more or much less time texting, gaming or using social media.
- iv. Has many new phone numbers, texts or e-mail addresses showing up on her mobile phone, laptop or tablet (should they have any of these devices)
- v. Seems withdrawn, upset or outraged after texting or being online.

7.3 Staff are aware that children with special educational needs and disabilities (SEND) can face additional challenges and may be particularly vulnerable to bullying and abuse. They are alive to the possibilities that:

- i. they may have an impaired capacity to resist or avoid bullying and abuse
- ii. there might be an assumption without further exploration that indicators of possible bullying and abuse such as behaviour, mood and injury relate to the child's disability;
- iii. children with SEND might be disproportionately impacted upon by behaviours such as bullying and abuse, without outwardly showing any signs; and
- iv. they may have speech, language and communication needs which may make it difficult to tell others what is happening. Furthermore, they may have additional needs which mean they are not aware that they are being bullied.

8. Prevention

8.1 At St. Hilary's we employ a number of strategies to minimise the risk of bullying,



firmly believing education to be the best means of preventing bullying incidents.

9. Culture & Ethos

9.1 All staff endeavour to support all pupils in their class and aim to establish a climate of trust and respect for all. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children. We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.' In School, there is strong emphasis to 'Be Kind' in all aspects of everyday interaction (speech, thought and action). The 'Talk to 5' initiative encourages pupils to speak to a trusted adult if they have a problem. Through consistent implementation of the Behaviour and Anti-Bullying Policies, St. Hilary's staff demonstrate their commitment to preventing and dealing with any inappropriate behaviour; they also model respectful relationships in their interactions with the pupils and one another, as do the older members of the pupil body. Through whole-school and year group assemblies, we celebrate the pupil's achievements in all fields, creating a culture of appreciation and openness. The Buddy System, the House system and the Anti-Bullying Ambassadors programme allow the pupil the opportunity to support each other across year groups. We also encourage pupils to mix regularly within their year groups. Staff change seating plans every half term so that pupils have the opportunity to meet a wide range of others in the year group.

9.2 By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying. We remind pupils to follow St Hilary's Rules which include:

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others' time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.
- We respect everyone and are honest.

As a school we recognise the importance of raising self-esteem amongst all our pupils. Anything that will make children feel good about themselves will reduce the likelihood of being selected as a victim, or of being a bully.

10. Education & Awareness

10.1 Throughout school, all staff are clear on the importance of discipline and good behaviour and the necessity to uphold high standards. In EYFS pupils are introduced to the behaviours and impact of bullying through storytelling in Pre-Prep and Prep, from Year 1 to Year 6, pupils are taught about different aspects of bullying in PSCHE and Digital Learning lessons and sometimes through content in Drama, History, RS, Philosophy and English lessons, depending on the texts covered. In these and other contexts, they are given opportunities to discuss differences between people and the importance of avoiding prejudice-based language. Childline posters are displayed



around the school as well as posters advising what pupils should do if they are feeling worried or want to speak to someone. We promote consideration and respect towards others through PSCHE, the Kindness Bucket, True Friend nominations, online and in school etiquette awards. Every class has a worry monster. SLT, Middle Leaders and Form Tutors use form time and/ or assemblies as they deem necessary to reinforce a strong anti-bullying message and through active promotion of Anti-Bullying Week (annual, November). Pupils are taught to understand the part they might play in bullying, including through being a bystander. They are also taught how to deal with bullying if it should occur, by reporting it immediately to a trusted adult. Our reinforcement of Fundamental British Values through the curriculum, extra-curriculum and ethos of the school also places the emphasis firmly on the role of democracy in our society and the need to be tolerant of those different from ourselves. From Year R upwards, we share and discuss the anti-bullying policy devised by Prep School pupils. The pupils are encouraged to look out for each other and report any concerns they might have to a member of staff, encouraged by the 'Talk to 5' initiative. A similarly open dialogue is also encouraged in St. Hilary's parents, whose good relationships with Form Teachers in make communication strong and reporting of concerns easy.

- 10.2 Pupils are taught to use the internet safely and responsibly through Digital Learning, PSCHE and RSHE lessons and also through visits from e-safety experts and workshops addressing pupils from Year R upwards. Pupils in Year 3 and above are required to sign and agree to the appropriate (Prep) Acceptable Use of IT Policy in their school diary. The School's internet filter restricts access to websites with inappropriate content (abuse, adult content, bullying, criminal activity, radicalisation, substance abuse, suicide) and attempts by pupils to access these are monitored by the IT Manager who is also the E-safety Coordinator. Any concerns can then be followed up by Form Tutors and if necessary, SLT.
- 10.3 It is important that all staff are aware of what to look for in identifying incidents of bullying and to this end, they are regularly updated regarding e-safety and IT usage, given training about bullying (which can include outside speakers) and kept up-to-date with any changes in school policy and procedures. Form Tutors are encouraged to adopt the investigative process outlined below in dealing with any conflicts between pupils in their care (whether deemed bullying or otherwise), under the guidance of SLT/DSL's and to direct pupils affected to support either within School, outside it, or both.
- 10.4 The Senior Leadership Team will ensure that policies and procedures are in line with best practice. In particular, they will ensure that all staff receive suitable training and development to carry out their e-safety responsibilities.

11. E-Safety & Acceptable Use Policy (Agreement)

- 11.1 Further information regarding online safety can be found in the school's e-safety and acceptable use of IT policies aimed separately at staff and pupils. These cover the following aspects of policy:
- i. Roles and responsibilities for online safety and how this links with safeguarding strategy and policy
 - ii. Clear guidance on the use of technology in the classroom and beyond for all users which references permissions/ restrictions and agreed sanctions



- iii. Mention of the technical provision and safeguards in place to filter and monitor inappropriate content and alert staff to safeguarding issues
- iv. How the school builds resilience in its pupils to protect themselves and their peers
- v. Staff safeguarding professional development which includes online safety
- vi. Reporting mechanisms for all users to report issues and concerns
- vii. How the school informs, communicates with and educates parents in online safety
- viii. The management of personal data in line with statutory requirements

12. Feedback

- 12.1 A wellbeing questionnaire is sent to all pupils at least twice during a child's educational journey at St. Hilary's and the responses fed into our monitoring and review process.

13. Role of Parents

- 13.1 Parents are encouraged to read this policy and attend any St. Hilary's Talks which pertain to this subject as well as Information Evenings. In order to understand their child's use of the internet and social media, parents are recommended to read the e-safety policies and to maintain an open dialogue with their child/ren, as well as remind them that they can talk to an adult if they are being bullied and need support. It can be a good idea to set boundaries over internet use in the form of an agreed switch-off time or a mutually agreed 'contract' and to use any appropriate privacy settings or parental controls. Where appropriate, staff will write to parents to alert them to any concerning trends, websites or apps and seek their help discouraging their use.

14. Reporting

- 14.1 The reporting of bullying (including cyber-bullying and bullying which takes place outside school) is a whole-school responsibility and anyone - pupil, member of staff or parent - who is concerned that bullying is taking place should report their concerns as soon as possible to an appropriate member of staff, for example the Form Tutor, Middle Leaders, SLT or DSL. Although it may be harder to deal with bullying off school premises, we still encourage the swift reporting of any anti-social behaviour occurring outside school and would investigate/ advise further action as appropriate.

15. Pupils

- 15.1 A pupil who feels that they are being bullied should report it as soon as possible to a member of staff in whom they feel they can confide. Normally, this would be their Form Tutor, Head of EYFS or Deputy Head, but they may feel more comfortable speaking to a subject teacher, school Health Care Lead, Admin Team member, counsellor, family member or friend. The most important thing is that they report the situation. If they do not, then the bully may carry on with their behaviour and the pupil continue to suffer; others too may become further victims of the bully's behaviour. It is important that pupils are mindful of the fact that doing nothing is an example of passive bullying.

16. Staff

- 16.1 Staff should notify the appropriate member of staff immediately if they have any



concerns that any pupil is being bullied. If a pupil has approached them with a disclosure of bullying, it is important that s/he is reassured that s/he has acted wisely in speaking out and informed that the matter will be taken seriously. If staff feel that there is reasonable cause to suspect that a child is in immediate danger or is suffering, or likely to suffer, significant harm, then they must treat this as a safeguarding issue and report it to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess whether the incident meets the threshold for reporting to external agencies and take action accordingly.

16.2 Guidance for staff dealing with an accusation of Bullying

- Listen. It is very important that the child knows s/he will be listened to. Always listen when a child wants to tell you s/he has been hurt or upset by someone. Avoid dismissing things immediately.
- Have an open mind. Never make up your mind what happened until you have heard both (or more) sides of the story. People's perceptions of events are bound to be affected by their emotions at the time.
- Focus on the future rather than the past. It may be necessary to investigate an incident carefully, but what really happened may not become known. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence. Make sure that children and parents are clear on what has happened but more importantly what needs to happen moving forwards.
- Teach the children to be assertive. Explain how to be assertive rather than aggressive or timid. Encourage children to use this approach. This may mean we have to accept a child telling us how they feel about something even if it is not what we want to hear.

16.3 Safeguarding

16.4 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. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures. (Further information can be found in the Safeguarding and Child Protection Policy).

16.5 The Designated Safeguarding Lead (DSL) *with ultimate lead responsibility* is:

Mrs Gemma Mitchell (Deputy Headteacher)

16.6 The Deputy Designated Safeguarding Leads are:

- i. Mrs Jane Whittingham (Headteacher and Mental Health Lead)
- ii. Mrs Julia Ranger (as of 27.9.23)
- iii. Mr Mark Parton
- iv. Miss Louise Robins (also Designated Safeguarding Lead for EYFS)



16.7 Should a member of staff be concerned that a member of school staff is being bullied, s/he should report these concerns to the Headteacher.

17. Parents

17.1 Parents should notify the school immediately if they are concerned that their son/daughter, or any child, is being bullied. They should report their concerns to the Form Tutor or Deputy Head. The member of staff notified will then take steps to deal with the matter in accordance with this policy.

18. Investigation

18.1 Although there is a whole-school responsibility for preventing and tackling bullying, an allegation of bullying would normally be investigated and dealt with Deputy Head, with the support and input of Form Tutors and other staff as appropriate. The suggested stages are as follows:

- i. Interview with 'victim' to find out what has been happening, who is involved and how s/he is feeling. Open questions should be used. It is usual practice to ask the 'victim' to write down her perception of how s/he has been treated and is feeling (this could be presented to the 'bully/bullies' anonymously at first, with the 'victim's' permission). Collect any further evidence e.g. screenshots/ notes etc.
- ii. Interview with the alleged 'bully/bullies' where the 'victim's' position is presented. If a statement has been written, this could be read out. Their responses should be noted carefully and heard just as was done in the case of the 'victim'. Open questions should be used. An emphasis should be placed upon resolution rather than blame and sanction, with the 'bully/bullies' being asked to consider how to put things right.
- iii. A meeting between the 'victim' and the 'bully/bullies' under the supervision of the member of staff involved, the aim of which is to allow the pupils to give their side of events openly and fully and for the 'victim's' point of view to be understood and empathised with. An emphasis should be placed on the pupils expressing how they feel, with a way forward, initiated by the 'bully/ bullies' agreed.
- iv. After an agreed time, another meeting with all parties in which progress can be monitored. Reassurance and continuing support (counselling/ meetings with pastoral staff/ referring to CAMHS) should be provided for both the 'victim' and the 'bully/bullies'. A further meeting is also advised in the following half term to monitor and follow up further.
- v. Parents will be updated during the process and informed of progress and outcomes. It is important that Parents are kept updated, especially as key stake holders in supporting pupils.
- vi. Staff dealing with such situations will also be supported and guided by their line manager.

19. Recording

19.1 Records of pertinent conversations will be written for each child (both 'victim' and 'bully/ bullies') at every stage of the process. These will be saved on the school's 'Bullying Log' (Appendix i) document and this will be saved securely. This will be kept



for the duration of her school career and beyond, in accordance with the Privacy Policy.

- 19.2 After each case, an entry will be made in the School's central log of bullying incidents; each individual case will then be reviewed and the approach taken evaluated, with our practice adapted accordingly as appropriate. It should be noted that cases of bullying are rare at St. Hilary's; nevertheless, the Safeguarding Governor, in conjunction with the Deputy Head, reviews bullying incidents termly with a view to identifying any patterns or trends.
- 19.3 Annual handover meetings allow details of friendship issues and bullying incidents to be shared between outgoing and incoming pastoral staff.

20. Sanctions

- 21.1 We emphasise mediation and pupil-driven resolutions to any such incidents and have found this approach to be effective in the vast majority of cases. However, in the event that this approach is unsuccessful, a sanction may be imposed, at the judgement of the Headteacher and the Deputy Head. This might be applied to all those involved in the bullying, including those found guilty of 'passive' bullying and will reflect the seriousness of the incident and convey a deterrent effect. Cases of severe and/or persistent bullying may result in suspension or the pupil(s) involved being permanently excluded.
- 21.2 Advice may be sought from appropriate agencies e.g. Kidscape, Anti-Bullying Alliance, Police.

22. Criminal Law

- 22.1 Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some forms of bullying behaviour are illegal. These include: violence or assault, theft, harassment or intimidation over a period of time (e.g. name calling, threats and abusive phone calls, emails or text messages, App based communications) and hate crimes. Some cyber-bullying activities could also be criminal offences under a range of different laws including the *Malicious Communications Act 1988* and the *Protection from Harassment Act 1997*. If school staff feel that an offence may have been committed, they should seek assistance from the police.

23. Monitoring

- 23.1 The progress of all the pupils involved will continue to be monitored in accordance with the investigative steps set out above. However, pastoral staff will continue to be alive to the possibility of further development and are advised to monitor informally by, for example, informally questioning the pupils at a later date as part of the follow-up process to ensure that the situation remains resolved. Pastoral staff will share any incidents in their annual handover meetings in September. A weekly 'Records of Concern Meeting' amongst staff will also ensure that the situation is being effectively monitored.

24. Review

- 24.1 The Deputy Head will monitor the operation of this policy and its procedures; these will be reviewed every year or earlier if necessary and taken into account any incidents



or feedback from questionnaires. Any deficiencies or weaknesses will be dealt with without delay once identified.

24.2 HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
KIDSCAPE Parents Helpline (Mon – Fri, 10-4)	0845 1205 204
Parentline Plus	0808 800 2222
Youth Access	0845 6002516
Bullying Online	www.bullying.co.uk
KIDSCAPE website	www.kidscape.org.uk

<http://diana-award.org.uk/>

<http://www.anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/Pages/Home.aspx>

<http://www.nspcc.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.familylives.org.uk/>

Our Youth Engagement Officer from Community Safety Team West, Surrey Police can be contacted for no-names advice and consultation.

Reviewed: October 2019, June 2020, June 2021, June 2022, July 2022, July 2023

Next review date: June 2024

Person responsible: Mrs Gemma Mitchell (DSL)



Appendix i

Bullying Log

Name of Victim: _____ M/F Class: _____

Name of Perpetrator: _____ M/F Class: _____

Logged by: _____ Date: _____

EAL/SEND _____ ETHNICITY: _____

Where did the incident take place? e.g classroom/playground/corridor/cloakroom/out on a trip

When did the incident take place? e.g playtime/lunchtime/before school/during lessons/assembly

Physical	
Verbal	
Interfering with/damaging property	
Isolating someone from others	
Refusal to work with/talk to someone	
Cyberbullying	
Other (please specify)	

Type

Physical bullying (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)

Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

Brief description of Incident:

Action Taken (Please circle)

- ◇ Children concerned interviewed
- ◇ Class Teacher informed
- ◇ Head/Deputy informed
- ◇ Parent/Carer informed verbally
- ◇ Letter to Parent/Carer
- ◇ Meeting with Parent/Carer Arranged
- ◇ Other
- ◇ If you are concerned that this has escalated to peer-on-peer abuse 'safeguarding' please speak to the DSL/DDSL immediately.

Consequences/Further action



Appendix ii

Guidance for Keeping Children Safe Online: What do we do if?

An inappropriate website is accessed unintentionally in school by a teacher or child.

1. Play the situation down; don't make it into a drama.
2. Report to the Headteacher/e- safety officer and decide whether to inform parents of any children who viewed the site.
3. Inform the school technicians and ensure the site is filtered

An inappropriate website is accessed intentionally by a child.

1. Refer to the acceptable use policy that was signed by the child, and apply agreed sanctions. Record on the Management System.
2. Notify the parents of the child.
3. Inform the school technicians and ensure the site is filtered.

An inappropriate website is accessed intentionally by a staff member.

*Note that the only exception to this is where the IT staff are testing the robustness of the filtering system.

1. Ensure all evidence is stored and logged – Please see Safeguarding Folder
2. Refer to the acceptable use and staffing policy that was signed by the staff member, and apply disciplinary procedure.
3. Notify governing body.
4. Inform the school technicians and ensure the site is filtered.
5. In an extreme case where the material is of an illegal nature:
 - a. Contact the local police and follow their advice.

An adult uses School IT equipment inappropriately.

1. Ensure you have a colleague with you, do not view the misuse alone.
2. Report the misuse immediately to the Headteacher and DSL and ensure that there is no further access to the device. Record all actions taken.
3. If the material is offensive but not illegal, the Headteacher should then:
 - Remove the device to a secure place.
 - Instigate an audit of all ICT equipment by the technical teams to ensure there is no risk of pupils accessing inappropriate materials in the school.
 - Identify the precise details of the material.
 - Take appropriate disciplinary action (undertaken by Headteacher).
 - Inform governors of the incident.
4. In an extreme case where the material is of an illegal nature:
 - Contact the local police and follow their advice.
 - If requested to remove the device to a secure place and document what you have done.

All of the above incidences must be reported immediately to the Headteacher and DSL.

A bullying incident directed at a child occurs through email or mobile phone technology, either inside or outside of school time.

1. Advise the child not to respond to the message.
2. Refer to relevant policies including e-safety, anti-bullying and PSCHE and apply appropriate sanctions.
3. Secure and preserve any evidence through screenshots and printouts.
4. Inform the sender's e-mail service provider if known.
5. Notify parents of all the children involved.



6. Consider delivering a parent workshop for the school community.
7. Inform the DSL.
8. Inform the police if necessary.
9. Inform other agencies if required.

Malicious or threatening comments are posted on an Internet site (such as social networking) about member of the school community (including pupils and staff).

1. Inform and request the comments be removed if the site is administered externally.
2. Secure and preserve any evidence.
3. Send all the evidence to CEOP at [ww.ceop.gov.uk/contact_us.html](http://www.ceop.gov.uk/contact_us.html).
4. Endeavour to trace the origin and inform police as appropriate.
5. Inform other agencies (child protection, Governing body etc.).
6. Inform the DSL
7. The school may wish to consider delivering a parent workshop for the school community

You are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites or gaming) to make inappropriate contact with the child

1. Report to and discuss with DSL in school and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement police and social services.
5. Inform other agencies.
6. Consider delivering a parent workshop for the school community.

You are concerned that a child's safety is at risk because you suspect they are playing computer games that are inappropriate or certificated beyond the age of the child

1. Report to and discuss with the DSL and contact parents.
2. Advise the child and parents on appropriate games and content.
3. If the game is played within school environment, ensure that the technical team block access to the game
4. Consider the involvement social services and child protection agencies.
5. Consider delivering a parent workshop for the school community.

You are aware of social network posts and pages created by parents about the school. While no inaccurate information is posted, it is inflammatory and disruptive and staff are finding it hard not to respond.

1. Contact the poster or page creator and discuss the issues in person
2. Provide central staff training and discuss as a staff how to behave when finding such posts and appropriate responses.
3. Contact governing body and parent association
4. Consider delivering a parent workshop for the school community.

All of the above incidences must be reported immediately to the Headteacher and DSL.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.