



Felbridge Primary School

Finding the best in everyone.

Anti-bullying Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	Emma Thorp
Presented to Governing Body	December 2025
Date for Review	Autumn 2027
Status	Statutory

ANTI-BULLYING POLICY

Felbridge Primary School is committed to ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Our Behaviour Policy outlines in clear terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.

Positive action is taken to prevent bullying within PSHCE lessons and through cross curricular learning opportunities.

Wellbeing and the promotion of good mental health practices are embedded in our school culture and all pupils understand how to protect their own wellbeing and the wellbeing of others.

Our school offers support to parents on how to help their children engage safely and responsibly with social media through sharing of e-safety links; advice in school newsletter and signposting to other sources of support and advice. We aim for pupils to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying is unacceptable. No one deserves to be the victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Aims of the Anti-Bullying Policy

The aims of this policy are:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Clarify to all members of our learning community that bullying is unacceptable
- Ensure through consistent practice that children feel safe in all areas of the school at all times
- Provide a climate of positive support in school that encourages pupils to challenge bullying and report incidents by breaking down the secrecy
- Ensure that pupils believe they will be listened to and that prompt and sensitive action will be taken in response to their concerns
- Ensure that all members of the school are aware of the procedures and ensure a consistent approach
- Ensure that children are taught and learn strategies for dealing with bullying Principles that underpin the policy
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- recorded and responded to in a proportionate and consistent way

- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief.
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Bullying

Bullying is defined as deliberately hurtful, upsetting or threatening behaviour, by an individual or a group towards other people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.

Bullying results in fear, pain, worry and distress to the victim(s) either physically or emotionally. Bullying is often a purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend themselves in the situation. Bullying may or may not be because of a protected characteristic. They may or may not be carried out with the intention to harm or cause offence.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent/repeated deliberately.

Occasionally an incident may be deemed bullying even if the behaviour has not been repeated or persistent – if it fulfils other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, racist or homophobic bullying and when pupils with disabilities are involved.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. The investigation should explore the role of all parties involved in the bullying including ring-leaders, assistants, reinforcers, bystanders or defenders.

Cyberbullying

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target.

Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse.

School staff, parents and pupils of Felbridge Primary School must be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

What is cyberbullying?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. School staff, parents and pupils of Felbridge Primary School need to work together to prevent this and to tackle it whenever it occurs.

The school has a duty to ensure that:

- Teachers have sufficient knowledge to deal with cyberbullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing cyberbullying.

Staff have a responsibility to:

- Teach children safe internet etiquette
- Apply school policy in monitoring electronic messages and images
- Teach pupils the value of e-communications and the risks and consequences of improper use, including the legal implications Felbridge Primary School can help parents by:
 - Providing information via website and newsletters
 - Providing support when cyberbullying incidents are reported

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

Bullying can also be defined as:

Type of bullying	Definition
Emotional/ psychological	rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass
Physical	hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property
Prejudice-based and discriminatory including; Racial Faith based Gendered – sexist Homophobic/bi-phobic Transphobic Disability -based	taunts, graffiti, gestures or physical focused on a particular characteristic (i.e. gender, race ,sexually)

Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Homophobic	because of, or focusing on the issue of sexuality
Verbal	name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm
Cyber	Bullying that takes place on-line, such as social networking sites, all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging/sending pictures and call, misuse of associated technology such as camera/video facilities, gaming apps
Disability/SEN	because of, or focusing on a disability or special educational need.
Home circumstance	targeting individuals who are looked after children or because of a particular home circumstance.
Indirect	e.g. excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak or acknowledge a person, making someone the subject of malicious rumours.

Bullying can seriously damage a person's confidence and sense of self-worth, and they often feel that they are at fault in some way.

Bullying can take many forms including; name-calling, threats, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them on pupil records. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise, therefore, that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however, we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Signs of Bullying

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes. There is a need to be alert to the possibility that bullying is occurring. These are some possible signs which may need to be investigated sensitively. Therefore, like other safeguarding issues, staff aim not to wait to be told of bullying behaviour to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying behaviour than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying behaviour in finding the solutions.

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative
- Behave in immature ways, e.g. revert to thumb sucking or tantrums
- Have sleep or appetite problems
- Have more difficulty in concentrating
- Show variation in performance
- Have cuts, bruises or aches and pains without adequate explanation
- Request extra money or start stealing
- Have clothes or possessions which are unusually damaged or lost
- Complain of illness more frequently
- Show a marked change in a well-established pattern of behaviour e.g. A sudden loss of interest in a previously favoured activity
- Changing times of coming to and going from the house
- A reluctance to (or no longer wishing to) leave the home
- A request to change school
- A refusal to return to a place or activity

Entitlement

Everyone at Felbridge Primary School has the right to:

- work and play in a safe and secure environment
- express their attitudes and feelings constructively and have these respected by others
- have an uninterrupted education
- have personal property respected

Everyone at Felbridge Primary School has the responsibility:

- behave acceptably in all situations
- accept the consequences of their actions
- understand their responsibilities in the learning process
- be polite and co-operative with everyone respecting their rights
- respect public property and other children's personal property

Strategies for responding to bullying behaviour – a whole school approach

The school values of compassion, challenge, curiosity, creativity and courage are promoted across the school day and the curriculum. We celebrate differences and promote an ethos of belonging.

- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, through British Values-learning about our Protected Characteristics, International Women's Day, Awareness Weeks and disabilities. Feeling Safe week and school assemblies etc.
- Bullying is taken seriously, and a range of proactive strategies are used to prevent bullying.
- Effective school leadership that promotes an open and honest zero tolerance to bullying.
- Photo and name of member of staff responsible for Anti Bullying posted around school.
- Use of the curriculum, in particular PSHE/RSE/Zones of Regulation and circle times as a class. Teaching Assistants deployed to work with vulnerable pupils.
- Poster campaigns
- Improved supervision in potential problem areas during lunch break, for vulnerable pupils.
- Buddy schemes, teacher mail boxes and colour monsters in classrooms.
- Create a positive classroom and school culture that fosters pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Raise awareness of bullying with all classes so that every pupil learns about what it is, the damage it can do and how to report it
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect

- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Staff used to enable pupils to resolve friendship problems and low-level behaviour without adult intervention
- Sports Crew play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities
- Be alert to signs of distress and other possible indications of bullying
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
- The values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.
- Ensure immediate safety and well-being of children and young people
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Work with pupils and parents as necessary to resolve incidents. Parents of the child who is being bullied and of the child who has bullied should be supported to ensure that incidents are not repeated and children are happy at school.
- Record incidents and actions taken via CPOMS and report suspected cases of bullying to a member of the Senior Leadership Team so that incidents can be monitored over time. Records will include names, date, details of incident, action taken
- Follow up any complaint by a parent about bullying, and report back promptly to parents fully on the action which has been taken.
- If appropriate other relevant professionals may be contacted to address issues e.g. ELSA, Education Psychology, Early Help,

Other strategies for the prevention and reduction of bullying at Felbridge Primary School:

- Welcoming open culture where staff are approachable and know children well
- Good ratios of adults to children at playtimes
- Wide range of activities and resources at playtimes to help engage children in positive play
- PSHCE is taught through the 'Jigsaw' programme and across the curriculum to promote positive relationships
- Assemblies celebrate positive behaviour
- Children aware that bullying is unacceptable, will not be tolerated and that every incident will be acted upon.
- Staff encourage children to play well and model good strategies
- Through the promotion of good wellbeing and mental health practices, themes of respect, tolerance and kindness are explored regularly with all children.
- Restorative approaches are used to resolve any issues between children
- Be aware of children who may be more likely to be victims but also be aware that anyone is a potential victim. The more vulnerable could be someone:
 - with special educational needs and/or disabilities
 - new to the class or school
 - different in background, appearance or speech from other children
 - suffering from low self-esteem
 - more anxious or nervous than most
 - who give a "reaction" when bullied - i.e. loss of control, tantrums, crying.

Reporting bullying

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Treating others kindly and with respect
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Tell an adult if they think they or another child is being bullied. Bullying can make children feel scared and alone.
 - Speaking to their class teacher
 - Speaking to another trusted adult in the school community
 - Speaking to a parent/other adult who may then contact the school in any of the ways listed
 - Speaking to a friend and asking the friend to help tell an adult
 - Calling a confidential helpline such as ChildLine.

Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe

Children should not stay silent if they see or know it is happening. Bullying is wrong and must be reported. Children who bully others need help too. By telling, they will also get the support they need.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander).

We ask that parents:

Parents and carers must inform us if they think or know there is a problem for their own child or for another child. They can do this by calling the office and asking to speak to a member of SLT.

- Listen and talk to your child about the situation and discuss and agree next steps
- Support their children to behave well and respect others
- Advise their child/children to report any bullying to their class teacher and/or inform the school directly of any bullying
- Work co-operatively with teachers and their child in building positive attitudes towards learning and school
- Contact a member of SLT if you are worried or concerned
- Monitor social networks/computer use
- Watch for signs of distress or unusual behaviour in their children, which might be a sign of bullying
- Support and reassure their children that appropriate action will be taken

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the

opportunity to tailor a strategy or address a situation and to support the bullied pupil according to the particular incident/s.

Recording bullying

All incidents of bullying behaviour must be recorded. All incidents are recorded according to type and these are recorded on CPOMS by staff so that the school can monitor the individual incidents, but also monitor incidents across the school. A note is also recorded on ARBOR referring to the CPOMS entry. This monitoring will inform the PSHE education curriculum and assemblies. The school also records prejudiced based incidents using the same system, but code them differently so that they can be reported on two separate data sets.

School Staff

School staff will:

- Take seriously any report of bullying behaviour
- Class Teacher to record it and report it to Middle Leader or SLT
- An appropriate member of staff will then investigate the bullying case and will:
 - Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
 - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
 - Find witnesses to explain what they saw
 - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour Parents will be kept informed and are discouraged from taking matters into their own hands, should not approach a suspected pupil but reminded they should always speak to a member of staff.
 - keep the class teacher informed and ask to monitor behaviour of the pupils concerned.
 - log the incident on Arbor and write up on C-POMS.
 - Follow the behaviour code.
- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before helping him or her develop a repair plan.
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored.

Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. We often use our learning mentors to provide this educational input. Any pupils who feel they are

being bullied will be checked in with regularly by a designated member of staff/ELSA to restore self-esteem and build confidence for as long as needed.

Pupils who have bullied will be helped by discussing what happened, why they became involved and establishing a sense of wrong-doing. Parents/Carers will be informed to help change the attitude and behaviour of the pupil.

When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions.

Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (eg preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills.

These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils' files

The following disciplinary steps may be taken (See behaviour policy):

- Restorative approach
- Warning to stop the offending behaviour
- Exclusion from certain areas of the school premises such as playground or dining hall
- Exclusion from certain activities such as a school trip or special event
- Isolation from rest of class, working with senior member of staff
- Referral to external agencies such as Behaviour Support Team
- Fixed term exclusion
- Permanent exclusion

Staff training

All staff new to the school receive a copy of the behaviour policy and Anti-bullying policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed on to the Headteacher..

Bullying of Staff

All forms of bullying of staff, either face to face or online, or whether by pupils, parents or colleagues, is unacceptable. At Felbridge Primary School, we believe staff can have fulfilling careers free from harassment and bullying. Positive school parent relationships help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner and ensures parents and carers are aware and understand how to communicate with the school. It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face. School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in

relation to cyberbullying. Schools encourage all members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

If a member of staff is subject to online bullying:

- Where the perpetrator is known to be an adult, in nearly all cases, the first action would be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments. If they refuse, it should be an organisational decision what to do next – either school or the member of staff could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, the member of staff or a representative from the school may consider contacting the local police. Online harassment is a crime.

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaints policy. This can be found on the school website.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Review

The policy will be reviewed at least every three years by school staff and governor.