



Anti-Bullying Policy

This policy was approved and ratified by the Senior Leadership Team

On 9th January 2024

Under Review

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1.5	People and External Relations Committee	12/1/21	12/2/21	Jan 2024
1.6	Senior Leadership Team	9/1/24	9/1/24	Jan 2027



Introduction

1: Key Requirements/Legal Duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent Schools Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have an Anti-Bullying Policy which must be available to all parents and prospective parents.

The school acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN.

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages;
- Hate crimes.

Call 999 if you or someone else is in immediate danger.

Schools and the Law

By law, all schools must have a Behaviour Policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Anti-Discrimination Law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales.

Preventing Radicalisation and Extremism

The Prevent strategy identifies that young people are more likely to be susceptible to violent extremist or terrorist narratives. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Extremism - is 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'.



Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

The Prevent duty does not require staff to carry out unnecessary intrusion into family life, but as with any other safeguarding risk, you must take action if you observe behaviour that concerns you. This means that you must be able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be susceptible to radicalisation and what to do to support them.

Staff are in an ideal position to build children's resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PD, SMSC and citizenship-focused lessons. Children can be taught to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing, including knowing when, where and how to get help.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

2: Introduction

This policy aims to provide staff and parent/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices with specific regard to issues of bullying. We do however recognise the need for a degree of flexibility when faced with some of the complexities involved in allegations of bullying behaviour and that one approach may not be the only possible approach available.

The policy has three broad areas of focus:

- Identifying bullying behaviour;
- Preventing bullying behaviour;
- Responding to bullying behaviour.

The aims of the policy are to reinforce the need for all members of our community (including parents) to become involved in the prevention of bullying behaviour.

3: Aims

The key aims of this policy are:

- **Everyone can learn together in a safe, positive and enriching environment;**



The best learning can only take place when a student feels safe, happy and confident at school. Our most important aim is to strive to ensure that Cox Green provides this environment.

- **Bullying is not tolerated and not ignored;**

All students, staff and parents will know that Cox Green School does not pretend that bullying does not exist and that the school will continuously reinforce the message that bullying behaviour is not acceptable.

- **Students know that bullying is wrong and is an issue that involves all of us;**

Students know this because it is a message that Cox Green School will continually reinforce through poster campaigns, assemblies, tutor time learning, PD learning and curriculum learning.

- **Positive steps, which involve all staff and students, are taken to prevent bullying and deal with incidents when they occur;**

We are developing a culture in which **all students and staff** feel that they are part of the solution to bullying behaviour.

Students will learn that it is their responsibility to report incidents to a member of staff.

Students will learn that if they engage in bullying behaviour their conduct will be reported and dealt with.

- **Parents with concerns about bullying are informed, advised and supported;**

At Cox Green School we recognise that parents will be concerned for the safety and happiness of their children at school. We offer general support, guidance and advice to parents and regularly seek to listen to their concerns. In specific incidences of bullying behaviour we will work with the parents of all parties concerned to help bring about a solution which enables the students involved to move on with their learning and their enjoyment of school life.

- **Students know that they can report bullying incidents and receive support;**

If bullying is not discussed with all students and if any students feel unable or unwilling to report incidents, then it will become a bigger problem. One of our most important aims is to encourage all students to know that there are a number of ways in which they report incidents and feel confident that reporting bullying behaviour **will not make it worse**.

- **Staff have clear procedures to follow when dealing with accusations of bullying.**

How staff deal with bullying behaviour and allegations of bullying behaviour are explained in detail further on in this policy.

At Cox Green School all staff are aware of their responsibility as professionals with young people in their care, to ensure that those young people feel able and confident to report concerns and know that they will be listened to and their concerns acted upon.



4: Identifying Bullying Behaviour

It is important that all staff and students understand and can identify all forms of bullying behaviour. Staff will receive updates and training as appropriate. Students' understanding of bullying behaviour will be regularly canvassed and reinforced through curriculum, tutor time /PD and assemblies.

What is Bullying?

Bullying is defined as behaviour that is repeated, intended to hurt someone either physically and/or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. However, bullying can happen to any student, at any time, for any reason. Bullying takes many forms and can include: physical assault, teasing, making threats, name calling and/or cyber bullying (e.g. by computer/mobile phone via email, social network sites and/or instant messenger services). Some categories of bullying include:

- Emotional – being unfriendly, excluding, tormenting (e.g. threatening gestures);
- Physical – pushing, kicking, hitting, hurting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic – because of, or focusing on the issue of sexuality;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Cyber – all areas of internet, such as e-mail, social network sites (for example: Instagram, Snapchat), internet chat room misuse, video uploading sites (for example: YouTube). Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

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

Cyber Bullying

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no requirement to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.



Where technology has been used to perpetrate the bullying, sanctions in line with the school's behaviour policy may be applied whether the cyber-bullying took place inside or outside of school. In addition, the school has the right to limit/disable a student's internet access in school (for occasions when a school computer has been used to send emails of a bullying nature), restriction of bringing mobile phones to School, contact with service providers, reporting of criminal acts under the Protection of Harassment Act 1997, the Malicious Communications Act 1988 or the Criminal Justice and Public Order Act 1994, Defamation Act 2013. Filtering and monitoring systems are in place in school to prevent students using school networks to access or spread inappropriate or harmful materials. In addition, staff have the right to seize and confiscate mobile phones when it is apparent that bullying has taken place using a mobile phone device.

5: Preventing Bullying Behaviour

It is important to point out that whilst the school is fully committed to embedding a wide range of prevention strategies **we cannot guarantee to eliminate all incidents of bullying behaviour.**

What follows is a detailed breakdown of practical preventative measures that the school will have in place:

Prevention of Bullying Behaviour – With Students, The School Will:

- Ensure Anti-Bullying issues are part of the PD, Citizenship and ICT programmes and encourage all departments to seek ways of including the topic within their department planning and delivery;
- Encourage students to speak out with regard to bullying issues in the school (Tutor times, PD, in assemblies);
- Maintain and promote SAFE managers to work in conjunction with Heads of Year and SLT Links so all other members respond to student concerns regarding bullying behaviour and promote anti bullying strategies across the whole school;
- Develop 'safe spaces' for vulnerable/at risk students (mentors and/or prefects to be in key rooms at break times and before/after school where appropriate);
- Engage more students with enrichment activities to build their esteem and confidence and provide them with potential older friends and contacts;
- Spotlight and celebrate positive contributions from students to the schools 'Anti-Bullying' culture (Tutor times, PD, in assemblies);
- Provide, teach and reinforce strategies to minimise risk of bullying and deal with incidents should they occur (Tutor times, PD, in assemblies);
- Ensure students are actively involved in 'campaigns' (posters, events) to promote Anti-Bullying ethos in school (Tutor times, PD, in assemblies);
- Provide training for students to become peer mentors (Tutor times, PD, in assemblies).



Strategies for Students to Use

Advice to students who may be experiencing or have concerns about bullying behaviour:

- Tell yourself that you do not deserve to be bullied and that it is wrong;
- Be proud of who you are, it is good to be individual;
- Not reacting to comments made to you can be effective but you should still report what has happened;
- Be firm and clear-look them in the eye and tell them to stop. Walk confidently away. Go straight to a teacher or member of staff;
- Stay with a group of friends/people. There is safety in numbers;
- Fighting back may make things worse and is against school rules;
- Tell an adult you trust straight away. You will get immediate support;
 - i) Teachers will take you seriously and will deal with your concerns.
- Do not rely on friends or brothers and sisters to sort the issue out for you since this can create further problems.;
- Tell your parents or somebody that you can trust. If you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- Email beheard@coxgreen.com which is monitored by our SAFE managers;
- Write down clear accounts of what has happened and pass these on to an adult you trust;
- Do not suffer in silence;
- Get involved in something at school (Duke of Edinburgh or a sports activity) you will make new friends, feel part of a secure environment and do something which will make you feel proud of yourself.

Students Who Suspect or Witness Bullying Behaviour

The most common response to the issue of bullying behaviour is, “it does not affect me.” At Cox Green School we want all students to realise that just because you are not being bullied yourself and are not bullying others you are still an important part of creating a ‘safer school’.

- If you see bullying behaviour, you know it is wrong and you should report it.
- If another student tells you that they are being bullied you should encourage them to talk to an adult and, if necessary, go with them.
- You should on no account approach the alleged ‘bullies’ or try to deal with it yourself.
- If you are friends with someone who is ‘bullying’ others you should:



- Tell them to stop!
- Report their behaviour.

Reporting someone you think of as a friend is extremely difficult and many people will tell you not to do it. You have to think really hard about whether you are being a 'friend' if you stand by and do nothing when you know your friend is doing something wrong. Ignoring something you know is wrong is as bad as doing something wrong yourself.

Prevention of Bullying Behaviour – With Staff, The School Will:

- Ensure all staff are aware of and have access to the school's Anti-Bullying Policy;
- Ensure all staff are aware of their roles and responsibilities regarding Anti-Bullying;
- Reinforce strategies for dealing with incidents via training for all staff;
- Keep staff informed of key legal developments with regard to responsibilities and Anti-Bullying and inform staff of technological developments or new concerns with regard to cyber/e bullying;
- Encourage staff to provide safe spaces and or enrichment activities for vulnerable/at risk students.

Promote positive relationships between staff and students to encourage an atmosphere of trust and respect so that students feel confident in approaching staff with their concerns.

Prevention of Bullying Behaviour – With Parents, The School Will:

- Ensure parents are aware of and have access to the school's Anti-Bullying Policy.
- Provide information, advice and support on aspects of this issue.
- Provide particular advice and support (including technical) with regard to Cyber/ E -Bullying as this may be occurring outside of school.
- Provide information for accessing independent advice about bullying.
- Provide evening/twilight sessions for parents to access all the above and to provide a forum for discussion.
- Use the school website and school newsletters to provide all of the above.
- Listen to parents' views and concerns (via the above and through regular canvassing/surveys).

Prevention of Bullying Behaviour – With The Wider Community The School Will:

- Work/liase with community bodies/groups/organisations to address issues beyond school which may have a bearing on bullying behaviour.
- Invite community bodies/groups/organisations to address students on issues which may have a bearing on bullying behaviour.



6: Responding To Bullying Behaviour

The school recognises that whilst we aspire to a community free from bullying behaviour, incidents can and will sometimes occur and Cox Green School's Anti-Bullying Policy must identify the appropriate responses to such incidents.

Parents and students can expect the school to:

- Talk and listen to those who are reporting bullying behaviour (including parents) and (particularly in the case of Cyber/E Bullying, gather any appropriate evidence);
- Treat all such reports seriously;
- Talk and listen to potential eye witnesses of reported bullying behaviour;
- Take statements of reports made and pass these on to other relevant staff (SAFE manager, Form tutors and Heads of Year);
- Attempt to identify the perpetrators of the bullying behaviour;
- Talk and listen to the alleged perpetrators;
- Attempt to gain a complete and accurate picture of what has happened;
- Where evidence establishes the involvement of a student in bullying behaviour, work with the student to identify the causes of the behaviour and move on to working on ways to eliminate repeat patterns of behaviour;
- Where appropriate, apply sanctions in line with school Behaviour Policy;
- Keep parents of all parties involved, informed;
- Use reflective conversations with perpetrators and victims in a controlled environment;
- Record the incident on the school's safeguarding, pastoral and wellbeing recording system called Child Protection Online Management System also known as CPOMS;
- Continue monitoring the situation to ensure no repetition. Record follow-up findings.

If suspected perpetrators do not admit involvement parents and students can expect the school to:

- Investigate further. Where it is clear from other available evidence that the suspected perpetrator has been involved then appropriate sanctions may be applied;
- Record the alleged incident(s) on CPOMS;
- Continue monitoring the situation to ensure there is no repetition of the bullying behaviour. Record follow-up findings;
- Ensure all staff are aware of potential issues with all students involved and offer advice on strategies;



- Offer guidance, support and advice to victims and to parents.

Parents cannot expect the school to:

- Condone any form of inappropriate intervention in cases of alleged bullying (or disputes). Threatening or intimidating behaviour from siblings or other relatives and 'friends' in support of alleged victims will not be tolerated and will be dealt with in line with the school Behaviour Policy. All parties involved will be reminded of the correct procedure for dealing with any concerns regarding bullying behaviour;
- Respond to requests or demands for particular sanctions to be applied, or inform them of the specific details of any sanctions given to other students;
- Parents/carers must accept that it is the role of the school to apply an appropriate sanction. Where parents are unhappy with the school's responses to alleged incidences of bullying, the appropriate complaints procedure is available for use, (*see the Complaints Policy*);
- Condone any form of retaliation or retribution carried out by victims or alleged victims of bullying behaviour. Our aim is to use the prevention measures outlined in this policy to teach students that dealing with provocation and or bullying behaviour by copying that behaviour is not an acceptable or effective response and that standing up for oneself does not mean hitting back.

7: Cyber Bullying

Cyber Bullying is unique in that it can occur in the home, often without the knowledge of parents.

Parents and students can expect the school to:

- Support parents and students with advice and guidance on ways in which they can minimise risks, identify issues when they occur and work with us to take appropriate measures should such bullying be taking place.

Advice for Parents With Concerns

- Parents should contact the school and ask for a response from the student's tutor and/or appropriate Head of Year/Form Tutor.
- Explain to the member of staff the problems your child is experiencing.
- Monitor your child's internet access and install appropriate software.
- Seek further guidance from the school on the choice and installation of appropriate software.

8: Disputes

There will be occasions when students may have disputes in which some inappropriate behaviour may occur on both sides. Such incidents **may not** be recorded as bullying but may incur appropriate sanctions where it is deemed appropriate.



The school will investigate and take seriously all reports of bullying and where evidence of student disputes arise all parties concerned will be spoken to and offered guidance.

If there is evidence of anti-social behaviour from either or both parties, then an appropriate sanction may be applied. (For example, where a student reacts to verbal provocation by physically assaulting another student then a sanction may well be applied.)

We recognise that when at school students are developing their personal and social skills and learning about relationships. The school takes such learning seriously and the PD/Tutor programme will address it in all years. Difficulties in personal/social relationships can lead to upset and the school is committed to listening to and offering support and guidance to students who are experiencing such difficulties. Incidences of this kind may not be classified or recorded as bullying and sanctions may not be deemed appropriate in such cases but students will be listened to and offered guidance.

An alleged 'bullying incident' may be classified as a dispute when the only evidence available is one student's word against another's and the accounts are in conflict. (For example, when both parties accuse each other of name calling and there are no neutral witnesses to verify either's account.)

9: Sanctions

All decisions regarding sanctions are taken by the school in the light of considered appraisal of the evidence. Whilst we recognise the anxiety and emotional stress that parents of students who have reported bullying incidents may feel, we cannot be influenced by parents in the matter of appropriate sanctions.

Sanctions will be applied by Heads of Year in the light of thorough investigation and consultation with all parties concerned, parents and staff involved in dealing with the incident(s).

10: Roles and Responsibilities

This section describes what is expected of each role in the school. It links to already existing job descriptions and other whole school policies. This policy only works when its aims and objectives are clear and known to all members of the school community.

All staff are responsible for:

- Intervening and taking any appropriate action in the case of a bullying incident which is witnessed;
- Reporting to Line Managers or Heads of Year any incidents of bullying (either directly witnessed or reported by students/parents/other staff);
- Following up incidents by questioning those involved and (where appropriate) any witnesses to gain as full a picture as possible;
- Passing on written reports of bullying incidents;
- Reminding and reinforcing the principles of the Cox Green School Anti-Bullying Policy;



- Listening to students' reports of incidents;
- Demonstrating/modelling appropriate behaviour/conduct in line with the aims and principles of this policy.

In addition to the above, classroom teachers are expected to:

- Take any actions necessary to eliminate the possibility of 'bullying behaviour' in lessons;
- Use all relevant information passed on by Heads of Year, or other staff, to manage the classroom effectively. This will typically include seating plans, organisation of small group work, monitoring students' arrival and dismissal from class;
- Pass on relevant information to Heads of Year relating to individual students, to ensure that knowledge and preventative strategies are communicated to all staff;
- Challenge students' behaviour and attitudes in class when they contravene the Anti-Bullying Policy;
- Apply sanctions (in accordance with Cox Green School Behaviour Policy) appropriately and where necessary;
- Report incidents to Line Manager and Heads of Year, or SAFE Team.

In addition to the above, tutors are expected to:

- Be well informed about the composition of their tutor group with regard to data relating to ethnicity, Free School Meals, EAL, SEN, prior attainment and current attainment and records of involvement (either as victims or perpetrators) of bullying behaviour. Such information may reveal potential 'at risk' students or suggest appropriate strategies to prevent or respond to bullying behaviour;
- Use whole school systems and other informal systems (discussions with colleagues, general observation) to monitor and promote the progress of individuals and groups via; personal organisers, attendance, merits, targets. Such monitoring may reveal potential instances of bullying behaviour or indicate that a student may be at risk. Tutors should be aware of their tutees' conduct in other lessons and around the school;
- Inform Heads of Year about issues related to individual or group interactions so that possible incidents of bullying can be prevented. Report incidents/allegations/suspicions to Heads of Year;
- Research, prepare and deliver specific tutor time activities related to Anti-Bullying as contained within the tutor time activities programme and or the PD programme. Ensure that the issue is referred to on a regular basis and that a dialogue concerning Anti-Bullying is taking place amongst the tutor group. Do not be put off by a perceived lack of interest in the issue;
- Highlight well publicised cases (media reports) of bullying behaviour and ask the question, "could it happen here?"



- Highlight and, where appropriate reward achievements of tutor group (in all their forms) to promote respect for others and build self-esteem;
- Mentor individual students to monitor their activities and to offer opportunities for them to report concerns relating to bullying behaviour;
- Listen to reports of bullying behaviour (from victims, witnesses, parents, colleagues) and follow policy guidelines with respect to investigating and reporting alleged incidents;
- Where appropriate, offer a 'sanctuary' for small groups of students at break times or after school N.B Small groups of students NOT individuals;
- Contact parents as appropriate to discuss issues, listen to concerns, and monitor progress following reports, investigations, and sanctions;
- Use knowledge of students 'whole school life', not just their academic attainment and encourage participation in enrichment activities.

In addition to all the above Heads of Year are expected to:

- Be well informed about the composition of their year group with regard to data relating to ethnicity, Free School Meals, EAL, SEN, , prior attainment and current attainment and records of involvement (either as victims or perpetrators) of bullying behaviour. Such information may reveal potential 'at risk' students or suggest appropriate strategies to prevent or respond to bullying behaviour;
- Ensure that their team of tutors follow whole school policies with particular reference to Anti-Bullying;
- Ensure incidents that could be seen as constituting bullying are recorded and ensure that the appropriate tutor is aware of issues or potential issues related to bullying behaviour;
- Monitor any strategies being used by tutors and or classroom teachers, for example seating plans, small group work;
- Use assemblies to communicate key issues, values and principles of the Cox Green School Anti-Bullying Policy;
- Support and advise staff who are reporting and dealing with bullying incidents;
- Where necessary and appropriate make and keep records of bullying incidents on CPOMS and make such records available to Leadership Team;
- Have an overview of students' curriculum experience and work with other Middle leaders and tutors to ensure that opportunities to explore Anti-Bullying work are developed here also;
- Ensure tutor teams know about and are actively promoting enrichment activities;
- Apply appropriate sanctions in line with this policy and the Cox Green School Behaviour Policy and Cox Green School Exclusion Policy;



- Communicate with parents to:
 - i) Listen to reports/concerns from parents;
 - ii) Report bullying behaviour involving son/daughter of parent;
 - iii) Give information related to outcomes/ sanctions;
 - iv) Give information about progress following reports/investigations/outcomes linked to bullying Behaviour;
 - v) Offer advice/guidance;
 - vi) Invite parents in for further discussions.

Heads of Department and Faculty Leaders are expected to:

- Ensure that all teachers follow whole school policies with regard to Anti-Bullying;
- Monitor the work of teachers with regard to the above;
- Collaborate with Heads of Year and SAFE Team to ensure that bullying issues are identified and dealt with in the classroom. Where bullying incidents can be seen to be occurring in or around a particular lesson and or where bullying incidents are impacting on a student's progress Learning Leaders will take necessary and appropriate action in line with School Behaviour Policy and should ensure that Heads of Year are aware of these actions;
- Be aware of any patterns of behaviour occurring in other subject areas and ensure Heads of Year are informed as and when necessary.

Senior Leadership Team are responsible for:

- Monitoring impact of Anti-Bullying Policy and strategies;
- Taking the lead in ensuring that the requirements of the Anti-Bullying Policy are met with regard to SEN and EAL students;
- Raising staff/student/parent awareness of policies and practise with regard to Anti-Bullying;
- Working with students to develop student led Anti-Bullying strategies and campaigns; student assemblies, student designed poster and leaflet campaigns, peer mentor training;
- Reviewing the categorisation of incidents as bullying;
- Ensuring staff, students and parents are aware of the Anti-Bullying Policy;
- Publicising and promoting Anti-Bullying through Leadership Team assemblies and through whole school events;
- Applying the school's behaviour policy in deciding on sanctions such as exclusion (internal or external);
- Monitoring (termly) and analysing reports of all incidents that are categorised as bullying and identifying particular issues or patterns from these regular submissions;



- Revising and developing whole school policies with reference to the Anti-Bullying Policy;
- Acting swiftly and efficiently to deal with incidents in which students act against the Anti-Bullying Policy and ensure that parents are informed. Liaising with appropriate colleagues to target and support any individual or group that is the victim of bullying. Meet with parents and families to discuss bullying issues and other related behaviour issues.

The Headteacher has responsibility for:

- Ensuring the school meets with legal requirements related to Anti-Bullying;
- Ensuring that the SIP has clearly identifiable Anti-Bullying perspectives;
- Ensuring Trustees are familiar with and have ratified the Anti-Bullying Policy for the school;
- Deciding on the use of external exclusion in cases of bullying;
- Reviewing, with Senior Leadership team, data on incidents of bullying behaviour.

Trustees are responsible for:

- Reviewing the data on incidents categorised as bullying;
- Identifying annual targets/priority actions as part of the SDP and to review progress on these actions at the end of the year;
- Meeting with students and families at Trustees' Disciplinary Panels to discuss persistent bullying issues and other related behaviour patterns.

Recording Incidences of Bullying

At the end of ALL investigations into reports or allegations of bullying, a FORMAL DECISION must be made as to whether the incident has been categorised as an incidence of bullying. The definition(s) of bullying in this policy must be used in this categorisation. This decision will be made by some or all of the following:

- Heads of Year
- Senior Leadership Team

Communication of Policy

This policy will be published on the school website and the staff intranet.

Review of Policy

This policy shall be reviewed every 3 years by the Senior Leadership Team of Cox Green School.



APPENDIX ONE

ADVICE/GUIDANCE FOR STUDENTS/STAFF AND PARENTS ON CYBER BULLYING:

Tips for Parents and Teachers to Stop Cyber bullying

No matter how much pain it causes, children are often reluctant to tell parents or teachers about cyber bullying because they fear that doing so may result in losing their computer or cell phone privileges. While parents should always monitor a child's use of technology, it's important not to threaten to withdraw access or otherwise punish a child who's been the victim of cyber bullying.

Spot the warning signs of cyber bullying

Your child may be the victim of cyber bullying if he or she:

- Becomes sad, angry, or distressed during or after using the Internet or mobile phone.
- Avoids discussions or is secretive about computer or cell phone activities.
- Withdraws from family, friends, and activities they previously enjoyed.
- Suffers an unexplained drop in grades.
- Refuses to go to school or to specific classes, or avoids group activities.
- Shows changes in mood, behaviour, sleep, appetite, or shows signs of depression or anxiety.

Prevent cyber bullying before it starts

To stay safe with technology, teach your kids to:

- Refuse to pass along cyber bullying messages.
- Tell their friends to stop cyber bullying.
- Block communication with cyber bullies; delete messages without reading them.
- Never post or share their personal information online (including full name, address, telephone number, school name, parents' names, credit card number, or Social Security number) or their friends' personal information.
- Never share their Internet passwords with anyone, except you.
- Talk to you about their life online.
- Not put anything online that they wouldn't want their classmates to see, even in email.
- Not send messages when they're angry or upset.
- Always be as polite online as they are in person.



Source: National Crime Prevention Council

Monitor your child's technology use

What follows is a list for practical tips about how you can actually carry out this monitoring:

- Keep the computer in a busy area of your house so you can easily monitor its use, rather than allowing your child use a laptop or tablet in his or her bedroom, for example.
- Limit data access to your child's smart phone if he or she uses it to surf the web. Some wireless providers allow you to turn off text messaging services during certain hours.
- Set up filters on your child's computer. Tracking software can block inappropriate web content and help you check up on your child's online activities. Get advice from school or service provider on how to do this.
- Insist on knowing your child's passwords and learn the common acronyms children use online and in text messages (Search Engines can help you find and learn such information).
- Know who your child communicates with online. Go over your child's address book and instant messenger 'buddy list' with them. Ask who each person is and how your child knows them.
- Encourage your child to tell you or another trusted adult if they receive threatening messages or are otherwise targeted by cyber bullies, while reassuring them that doing so will not result in their loss of computer or cell phone privileges.
- Your child may put up resistance to some or all of the above and it is important that you discuss his/her ownership and use of online/communication technology before s/he is allowed to have a device or have access to a device.

Deal with incidents of cyber bullying

- Don't reply to any incidents of cyber bullying but do save and document the threats (harassing messages, sexually explicit pictures, or threatening texts, for example) and report them to the school and the police.
- Report incidents of cyber bullying to the mobile phone company, and to any web site used in the cyber bullying.
- Block the cyber bully's email address or cell phone number, or change your child's email address or phone number.
- If you are able to identify the cyber bully, notify your child's school.

What if you discover that your child is Cyber Bullying?



It can be difficult for any parent to learn that their child is bullying others but it's important to take steps to end the negative behaviour before it has serious and long-term consequences for your child and or his/her 'victims'.

If your child has responded to being cyber bullied by employing their own cyber bullying tactics, you can help your child find better ways to deal with the problem. Seek advice: talk to the school, talk to your G.P seek our local counselling/support services.

Tips for parents dealing with a cyber-bullying child

- **Educate your child about cyber bullying.** Your child may not understand how hurtful and damaging their behaviour can be. Encourage your child to look at their actions from the victim's perspective. Remind your child that cyber bullying can have very serious legal consequences.
- **Manage stress.** Teach your child positive ways to manage stress. Your child's cyber bullying may be an attempt at relieving stress. Or your own stress, anxiety, or worry may be creating an unstable home environment. Exercise, spending time in nature, or playing with a pet, are great ways for both children and adults to let off steam and relieve stress.
- **Set limits with technology.** Let your child know you'll be monitoring his or her use of computers, tablets, smartphones, email, and text messaging. If necessary, remove access to technology until behaviour improves.
- **Establish consistent rules of behaviour.** Make sure your child understands your rules and the punishment for breaking them. Children may not think they need discipline, but a lack of boundaries sends a signal that the child is unworthy of the parents' time, care, and attention.

Cyber bullying and the law

- Certain types of cyber bullying may violate school codes or breach anti-discrimination and sexual harassment laws.
- In some cases, if hacking or password and identity theft is involved, it can be considered a serious criminal matter.
- In many states 'sexting' or forwarding a 'sext' (sexual messages) is punishable as distributing or possessing child pornography, and requires even minors to be registered as sex offenders.
- If an adult becomes involved, cyber bullying becomes cyber-harassment or cyber-stalking, and is a serious criminal offense.