ANTI-BULLYING STRATEGY

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

* A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

* Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
* Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
* Demonstrate **persistence** to flourish in the face of challenge.
* Show **resilience** and learn from difficult situations.
* **Get along** with others, work collaboratively and accept everyone.

INTRODUCTION

This strategy is both a framework for current requirements and procedures and for future aspirations. It is applicable to all pupils, including those in the Early Years Foundation Stage. This strategy is drawn up taking account of the DfE non-statutory advice 'Behaviour in schools Advice for headteachers and school staff', Sept 2022 and 'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies', July 2017 and supporting documents 'Supporting children and young people who are bullied: advice for schools, 'Cyberbullying: advice for headteachers and school staff', 'Advice for parents and carers on cyberbullying' (Nov 2014). It also complies with the latest DfE statutory guidance 'Keeping Children Safe in Education'.

DEFINITION

There is no legal definition, however, bullying the DfE states that it is '*behaviour by an individual or group, repeated over time, that intentionally hurts another individual* or *group either physically* or *emotionally (DfE 'Preventing & Tackling Bullying' – July 2017) and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is in care.*

Bullying includes:

- Name-calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person's belongings
- Threats and extortion
- Physical violence (e.g., kicking, hitting)
- Using body language inappropriately e.g., giving "dirty" looks
- Deliberately invading someone's personal space
- Cyber bullying[1], i.e., the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, sending offensive or degrading imagery by mobile phone or via the internet and sending or displaying offensive or degrading images by phone or via the internet or email
- Producing offensive graffiti or writing unkind notes about someone
- Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation.
- Excluding people from groups
- Racist, religious, cultural, sexual, sexist, homophobic or disability-related language and comments

[1] See appendix 3

It is also bullying if someone feels hurt because of things said about their ethnic, cultural or economic background, religious faith, gender, sexuality (homophobia), disability, special educational need, appearance or issues in their family.

Bullying can cause psychological damage and even suicide. It is, therefore, of the utmost importance that the culture at Rose Hill School is one where all members of the community work to prevent bullying. Staff must act to prevent discrimination, harassment and victimisation within the school.
Child on Child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. **Child on child abuse should always be reported to the DSL where it is deemed a safeguarding issue.**

AIMS AND OBJECTIVES
Bullying is unacceptable and will not be tolerated. Any member of the Rose Hill School community, pupil, employee or volunteer, has the right to learn and work without fear of being bullied. Through this policy, Rose Hill School aims to prevent bullying from occurring. Its objectives are to ensure that all members of the School community:
- Feel safe from bullying
- Recognise bullying behaviour
- Understand and support the School's stance against bullying
- Know how to report incidents of bullying
- Contribute to informing and, where possible, evaluating the policy
- Feel their beliefs, faith, sexuality are all accepted (see EDI policy)

IMPLEMENTATION
Everyone at Rose Hill School has the ability to contribute towards making the School a safe and happy place where bullying will have no place and where bullying will be challenged and eliminated. There is an Anti-Bullying Committee with representatives from each year group in Prep school which gives opportunities for pupil voice.

Staff should:
- Be familiar with the definition of bullying
- Monitor changes in pupils' or colleagues' behaviour (e.g., becoming shy, nervous or withdrawn; pretending to be ill; taking unusual absences; in the case of children, clinging to adults)
- Ensure that pupils understand the definition of bullying and know the School's stance on bullying and are confident about the School's ability to deal with it
- Ensure that pupils reporting bullying are heard
- Ensure that pupils understand that staff cannot promise confidentiality
- Pass on the information to the appropriate member of the pastoral team
- Make sure that a person being bullied feels safe and knows how and where to get support
- Record and report cases of bullying on our school system
- Help to foster a climate of respect through their own words and actions
- Prevent the use of inappropriate language (e.g. the casual and pejorative use of the term 'gay')
- Encourage an anti-bullying culture through the curriculum (see Appendix I)
- Promote an all-inclusive culture irrespective of faith, background, gender, race or culture. (see EDI policy)

BULLYING ACTION
Pupils who have been bullied will be supported by:
- Being offered an opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record
- Having a discussion about how to respond and how to build resilience
- Reassurance and ongoing support
- A focus on self-esteem and confidence
- Liaison with parents/carers
- Links with local/national organisations to provide further support and guidance if necessary

Pupils who engage in bullying:

Pupils have to learn that bullying is unacceptable. Those who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable risk forfeiting their right to be at Rose Hill School and can face permanent exclusion.

Pupils who are guilty of bullying will be given sanctions (in accordance with the school's Behaviour Policy) in relation to the severity of the offence. Pupils will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused by paying a penalty for the harm they have done and be held accountable for their actions.

Pupils who engage in bullying will be supported and mentored in order to aim to achieve a change of behaviour through:

- discussing what happened and establishing the need to change
- informing parents/carers to help change the attitude and behaviour of the child
- providing appropriate education, if necessary, through local/national organisations

Staff who engage in bullying

It is expected that all staff employed by Rose Hill School will recognise and avoid any behaviour which is bullying. Bullying of pupils or colleagues will be treated as a disciplinary offence. Support will be given to both perpetrator and victim as described above re pupils. Concerns that met the threshold will be dealt with in line with the Safeguard procedures of the school and that of the local authority. Low-Level Concerns will be raised with the Head.

THE ROLE OF THE SCHOOL

The responsibilities of staff, including teachers, are set out in the section above and in the Appendices below. In addition, the School will:

- Collate data about incidents of bullying and monitor trends (through the Welfare List, PASS and Engage Database), reporting annually to Governors: this includes consulting children (including the Anti-Bullying Committee) on their experience
- Provide training to new staff at induction and to all staff regularly, through INSET and briefings
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk.
- Promote the anti-bullying policy and stance on bullying in assemblies and other activities
- Ensure that awareness of bullying is raised and anti-bullying measures are taught in PSHEE lessons and assemblies (see PSHEE syllabus)
- Ensure that pupils know about the roles they can take in preventing bullying, including when they find themselves as bystanders
- Communicate to parents a guidance on anti-bullying measures in the school and make available this policy on request
- Ensure that parents are confident that the school will take any complaint about bullying seriously
- Inform parents if their child is being bullied or is bullying someone else
- Review its policy and procedures in the light of data and any complaints
- Celebrate the success of anti-bullying measures and a positive culture where everyone feels safe to be themselves and where no one fears to learn or work
- Promote the anti-bullying ethos through the curriculum (see Appendix 1)
- Keep records in order to evaluate the effectiveness of the approach and to enable patterns to be identified.

FURTHER INFORMATION

Staff Action

Whenever bullying is suspected the incident should be recorded and investigated, including the decision-making process.

In the Pre-Prep, the staff should liaise immediately with the Head of Pre-Prep who will initiate an investigation. In the Prep School, staff should liaise immediately with the Head of Middle or Upper School who will initiate an investigation.

Heads of Areas should report their findings to the Head if necessary and they will decide on the action to be taken. The Head of Pastoral Care monitors and records all bullying or potential bullying issues on the welfare list and the action taken by the school as a response. The Deputy Head monitors any action taken.

When responding to cyberbullying concerns, the school will take all available steps to identify the perpetrator, including looking at school systems, identifying and interviewing possible witnesses, and contacting the service provider and, if necessary, the police.

When the bullying takes place outside school (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with this policy.

If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Rose Hill School is committed to safeguarding the wellbeing of pupils and staff and, in line with current relevant legislation (including the government-issued Searching, screening and confiscation: advice for schools document, updated July 2022), the School can search pupils for any item if the pupil agrees. (see Searching Screening & Confiscation Policy Appendix 2 in Behaviour policy)

Legal requirements

The law requires that the Head must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy. The policy determined by the Head must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils";
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff
- Determine and ensure the implementation of a policy for the pastoral care of the pupils.
- Ensure the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- All staff must apply the school rewards and sanctions lawfully.
- All staff must follow the school's guidance on physical restraint (see our summary of *Restricted Physical Intervention Policy* Appendix 2)

When and where bullying is most likely to happen in the School:

Guidance to staff

Bullying can take place anywhere at any time; however, it is most likely to happen outside normal lesson time in communal areas such as:

- Designated social areas e.g., foyer, quad, playground, field and playground area
- Corridors and stairwells
- Changing rooms and toilets

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff Duty Rota - to ensure effective supervision in the main communal areas at break time, lunchtime and after school
- Staff in Form Rooms from 8.00am each morning
- MT monitoring to ensure that the Duty Rota is effectively enforced
- Reminders to staff (at briefings and via email) about the importance of carrying out duties.

- Guidance to staff about the necessity for punctuality to lessons, and for pro-active monitoring of pupils' behaviour whilst moving between lessons
- Supervision of the changing rooms by duty staff
- Supervision and monitoring of computer facilities
- Mobile phones are not allowed at school

Direct Sanctions

Proven and persistent bullying will lead to sanctions against the perpetrator(s). Action could include:

- The perpetrator seen by Head (or DH)
- Victim reassured by Head (or DH)
- Written explanation by perpetrator
- Contact with Parents
- Letter of apology to victim
- Have a "tracking of Behaviour Book/card"
- Be removed from class and work in isolation
- Removal of free time/Detention
- Use of Behaviour Support Programme (an Individual Behaviour Plan in place)
- If online, requesting that content be removed and reporting content to the service provider
- Last resort could include a fixed term exclusion or expulsion from School

We seek to alleviate bullies' low self-esteem, but our prime aim is to provide a safe learning environment for all our children.

ROLES AND RESPONSIBILITIES

- The Governors and Staff who seek to maintain an ethos of trust and security throughout the school.
- All staff, whose own behaviour should be a model for the pupils at all times.
- Involvement of pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying activities in school.
- Offer support to students who have been bullied.
- Work with children who have been bullied to address the problems they have.
- Look at the context of the incident and investigate the risk factors.

The Deputy Head has achieved 'Online Youth Mental Health First Aid' course and is now a 'Mental Health First Aider' MHFA England (2021).

Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Diversity and inclusion: We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:
- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Parents have an important part to play in our anti-bullying policy.

ROLE OF THE PARENT

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your

complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

MONITORING AND EVALUATION
- Feedback from staff
- Feedback from pupils (PAWS survey, anti- bullying committee, school council, pupil surveys, worry boxes/whisper)
- Management Team oversight of outcomes

CONTACT DETAILS
- Nominated anti-bullying lead Name: Mrs Imogen Scarbrough Phone/email: safeguarding@rosehillschool.co.uk
- Designated lead for safeguarding and child protection Name: Imogen Scarbrough Phone/email: 07725682013
- NSPCC Helpline 0808 800 5000

This policy will be reviewed by the staff every three years or as required by statutory requirements and approved by the Governors.

This policy should be read in conjunction with the school's policies: Safeguarding and Child Protection, ESafety Policy, Pastoral Care Policy, Equal Opportunities, Behaviour, SEND, Exclusion Expulsion, Removal and Review, PSHEE Policy and Schemes of Work and is integral to the Spiritual, Moral, Social and Cultural development of pupils.

This anti-bullying document is also compliant with:
- Equality Act, 2010
- SEND Code of Practice 2015: 0 to 25 years
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017
- Keeping Children Safe in Education, DFE, September 2026
- Searching, Screening and Confiscation Advice for schools, July 2022
- Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children, July 2026
- Teaching online safety in schools, DfE, 2023
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- Statutory guidance: Mobile phones in schools, 2026

Reviewed by Imogen Scarbrough, Autumn Term 2026
Next review: September 2027

APPENDIX I

Tackling Bullying through the Curriculum

Key Stage 1

The PSHEE curriculum guides pupils to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong – including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying – there are different types, that it is wrong, and how to get help to deal with bullying

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.

Key Stage 1 activities will include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment.

Key Stage 2

The PSHEE curriculum guides pupils to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle – what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way – whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships – including marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people – can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.
Key Stage 2 activities will address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally, activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong.

Key Stage 3

The PSHEE and Citizenship curriculum guides pupils to:

- Reflect on and assess their own strengths in relation to personality, work and leisure
- Reflect the differences between people, as they develop their own sense of identity

- Recognise how other people see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation, and new family members, and how to deal with the strength of their feelings in different situations
- Recognise the physical and emotional changes that take place at puberty, and how to manage these changes
- Keep healthy, and think about what influences health, including the media
- Develop good relationships and to recognise that an appropriate balance between work, leisure and exercise can promote physical and mental health
- Recognise when pressures from others threaten their personal safety and wellbeing, and to develop ways to resist pressures, knowing when and where to get help
- Understand about types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively
- Empathise with people different from themselves
- Understand the nature of friendship, and how to make and keep friends
- Understand the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- Recognise that goodwill is essential to positive and constructive relationships
- Negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- Resist pressure to do wrong, to recognise when others need help and how to support them
- Think about topical political, spiritual, moral, social or cultural issues, problems or events analysing information from different sources, including ICT-based sources – this could include researching a topic relevant to mental health.
- Justify orally and in writing a personal opinion about such issues, problems or events
- Develop the pupil's ability to contribute to group and class discussions, and to take part in debates
- Use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- Negotiate, decide and take part responsibly in both school and community-based activities
- Reflect on the process of participating

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.

Key Stage 3 activities will encourage emotional expression and provide positive coping strategies. Pupils should be shown innovative ways to think through different issues, assess how they feel and record their thoughts and moods at different times. Group discussions about common concerns can be used to help pupils to open up. Issues explored could include families, friends, bullying, sexuality, self-esteem and sources of help.

APPENDIX 2
A Summary of Restricted Physical Intervention Policy

STAFF GUIDANCE ON PHYSICAL CONTACT WITH PUPILS
PHYSICAL CONTACT WITH PUPILS IN SCHOOLS
The right to restrain pupils falls by statute, contract and common law within the teacher's duty of care. Any physical contact with another person may be construed as common assault; the test is one of reasonableness.

REASONABLE FORCE
The DfE suggests that the application of reasonable force may involve:
- Physically interposing between pupils
- Blocking pupil's path
- Holding (but never round the neck or collar)
- Pushing
- Pulling
- Leading a pupil away by the hand or arm
- Shepherding a pupil away by placing your hand in the centre of the back
- In extreme cases (such as self-defence) more restrictive holding

At Rose Hill School any physical restraint used will always be the minimum needed. The following is a list of possible situations in which the use of reasonable force may be required:
- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous objects (for example, in the lab or on the sports field)
- When a pupil at risk absconds from class or tries to leave the school
- When a pupil persistently refuses to obey an order
- When a pupil is seriously disrupting a lesson

All teachers involved in an incident requiring physical restraint will report it immediately to the Head.

RECORD KEEPING
The School will record all incidents involving physical restraint in writing at the time including:
- The name of everyone involved, time and place and names of any other witnesses
- How the incident began and progressed with details of behaviour
- What everyone said, as near as possible
- What steps were taken to defuse the situation
- The degree of physical restraint used, how applied and for how long
- A brief account of why the intervention was assessed as necessary in that instance
- The pupil's response
- The outcome
- Details of any injury and of any damage to property
- Ensuring that all parents/carers are informed immediately, orally or in writing and given a chance to discuss the incident

PROFESSIONAL EXPECTATION
Teachers will not:
- Hold around the neck
- Restrict a pupil's ability to breathe
- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by the hair or ear
- Hold face down on the ground
- Touch in a way that might be considered indecent

- Use any other physical contact deemed to be unreasonable

N.B

- It is better to defuse than intervene
- Talk over episodes with other staff, find out what you think might have been a good response in difficult situations
- Establish a culture of openness, don't hide behind a notion of professionalism. It is unprofessional not to report incidents

BREAKING UP A FIGHT

- Get rid of non-combatants: violence thrives on witnesses
- Don't put yourself at risk: alert colleagues, enlist their help
- Assess a situation first
- Be calm, don't take it personally
- Use verbal intervention first
- Think about surprise and noise as more useful than force

SUPPORTIVE CONTACT

There are times in a non-restraint context when physical contact between a pupil and a member of staff may be deemed to be appropriate. These situations will be in a caring context when pupils need reassurance and support.

It is important that the member of staff assesses the "reasonableness" of their actions taking the following into account:

- The age of the pupil
- The severity of the distress of the pupil
- The knowledge of the individual child
- The relationship that exists between the member of staff and the pupil

As with physical contact with pupils the level of contact used should be the minimum necessary to achieve the desired outcome.

Due care needs to be taken to ensure that this supportive contact is open and the circumstances in which this takes place are clear to all concerned. Prudence guidelines, detailed in the Staff Handbook, should be followed, especially keeping the situation public whenever possible.

The above assessments would equally apply to those situations that demand that a member of staff assist a child in their personal care.

APPENDIX 3

School Policy on Cyber Bullying

The teaching of appropriate online behaviour is part of our ethos and PSHEE curriculum, in line with 'Teaching online safety in schools', DfE, 2023. When planning our curriculum, we looked at how online safety fits within it, and there are a number of areas we considered, for example how to support vulnerable pupils. In addition, we have embedded teaching about online safety and harms within a whole school approach. No mobile phones are allowed in the School, and are signed in and left at Reception. However, the School recognises that pupils have mobile phones and access to technology outside School and to that end regular meetings are held for parents, pupils and staff. The school's disciplinary procedures can apply, even where instances happen outside School. In addition, the school has a filtering and monitoring system, which is closely monitored during term time by the DSL, and reported in actual time. During non-term times the Director of Digital Strategy regularly checks the filtering and monitoring systems and staff computer use and Year 7 & 8 iPads activity and reports to the Safeguarding Team.

Teaching Online behaviour

This will enable pupils to understand what acceptable and unacceptable online behaviour look like. We teach pupils that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others. We also teach pupils to recognise unacceptable behaviour in others. We can help pupils to recognise acceptable and unacceptable behaviour by:

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and
- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.
- teaching pupils to use AI safely, responsibly, and honestly, ensuring it is not used to create fake, harmful, or misleading content, to bully others, or to gain unfair academic advantage.

Procedure for those involved in Cyber bullying

All incidents of cyber bullying reported to the school will be recorded on Engage (school database). Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence. In addition, staff, pupils and parents are provided with training on e-safety.

The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the Police, if necessary.

- Parent/carers may be informed.
- The bully will be asked to remove any material deemed to be inappropriate or offensive.
- A service provider may be contacted to remove content.
- Internet access may be suspended at school (and also encouraged at home) for the user for a period of time.
- The Police will be contacted if a criminal offence is suspected. Where reasonably possible the school will contact parents beforehand.

Publishing inappropriate material online will also result in disciplinary measures being taken. This could include defamatory/libellous statements about teachers on sites such as www.ratemyteachers.com and/ or social media site such and but not exclusive Instagram/ 'tiktok'. This includes creating fake, harmful, or misleading content by using AI.

This policy should be read in conjunction with the following policies relating to the use of modern technology by staff, parents and pupils, which are available on request: **Esafety Policy & Acceptable Use Policy**