



# PREVENTION OF BULLYING POLICY

## 1. Introduction

Pupils with Special Educational Needs, looked-after-children and children with disabilities are among the groups who are most vulnerable to bullying. For example, looked-after-children report twice the level of bullying than other children in primary years and four times the level in secondary years.

We value the good relationships between everyone who is part of the school community and expect that every allegation of bullying will be taken seriously.

All staff should be aware of the negative effects that bullying can have on individuals and the school in general, and work towards ensuring that pupils can work in an environment without fear. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

We take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others.

**Bullying is unacceptable in this school and will not be tolerated.**

The school also recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying.

## 2. Aims of this Policy

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when she is feeling vulnerable. We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied
- To demonstrate that the school takes bullying seriously and that it will not be tolerated
- To take measures to prevent all forms of bullying in the school and during off-site activities (including on-line)
- To support everyone in actions to identify and protect those who might be bullied
- To clarify for all pupils and staff that bullying is wholly and always unacceptable
- To demonstrate to all that the safety and happiness of pupils is paramount
- To promote an environment where pupils feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

This Prevention of Bullying Policy should be seen in the context of policies relating to safeguarding Children and Behaviour Management. Our principles of Behaviour Management as outlined in our Behaviour Management Policy are:

- Treating each pupil with understanding, dignity, kindness and respect
- Building, protecting and preserving positive relationships between each child and the adults caring for them
- Understanding each pupil's behaviour to allow their needs, aspirations, experiences and strengths to be



recognised and their quality of life to be enhanced

- Involving children and relevant others wherever practical in behaviour management
- Supporting each pupil to balance safety from injury (harm) with making appropriate choices
- Making sure the pupil's rights are upheld

## 2.1. Legal & Practice Framework

It is the purpose of this policy to clearly outline the Schools policy and procedure in relation to bullying

The Equality Duty (with reference the Equality Act 2010) requires that the school has due regard of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

This policy links to the School's:

- Equality Policy
- Behaviour Management Policy
- Safeguarding Children Policy
- E-Safety Policy

## 2.2. Statement of Intent

- We recognise and affirm the right of all pupils and the adults involved in their education to work in an environment free from bullying and harassment (including on-line)
- We provide a culture of treating everyone with respect, regardless of their ethnicity, social group, gender, age, sexual orientation or disability
- We will ensure that policies in place aimed at preventing bullying are implemented, and that any incident of bullying is addressed with sensitivity
- We believe it is a fundamental right of every pupil to learn in a safe, secure, and nurturing environment (including on-line)
- We are sensitive to any signs of bullying and will ensure that all pupils are listened to.
- We will try to help both the person who has been bullied and the person who is bullying
- We will ensure that pupils and their parents know what they should do, and to whom they can talk if they believe someone is being bullied

## 2. Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying can take place between children, between children and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Types of bullying are:

- Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing
- Physical bullying – kicking, hitting, punching, pushing and pinching
- Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

- Cyber bullying – offensive text messaging, e-mailing and/or humiliation, threats etc. on Social Media. Sending degrading/embarrassment images by phone or on-line
- Racist and religious bullying - ‘a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status’
- Sexual, sexist and transphobic bullying - sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person’s face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Transphobic bullying refers to bullying because someone is, or is thought to be, transgender
- Homophobic bullying - homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation).

### 3.1. Other Types of Bullying

Bullying can take many different forms. Some additional examples may be:

- Being ignored or made to feel you are not good enough
- Removal of belongings - bags, clothing, money, sweets, food, homework, photographs, treasured personal items
- Teasing/ridicule - people laughing at your hair, clothes, or the way you look
- Use of physical size to intimidate
- Group pressure - crime, drugs, alcohol, smoking, shoplifting
- Subtle bullying e.g. a look/expression
- Taking advantage - "My sweets for your watch", "Always making the same person cups of tea", "Using the other person’s toiletries without asking" "Always allowing the same person to choose the TV programme."
- Agreeing to do something because of fear of repercussions
- Using technology to bully e.g. text messages, social media
- Sexual abuse/prostitution/‘pimping’

### 3.2. Collusion with Bullying

The effect of bullying behaviour can also be made worse by the contribution of bystander/collusive behaviour. This can manifest itself by:

- A person choosing to ignore or deny that a bullying incident has occurred
- A person who has witnessed an incident supporting the bully
- A person who has witnessed an incident refusing to report it
- A person who has been informed that an incident has occurred not responding appropriately to the informant/information
- A person failing to report that a colleague has committed or has been accused of, or implicated in a bullying incident

Bystander/collusive behaviour is negative, disrespectful, unprofessional and acts to endorse the behaviour of the person who is bullying, and thus encourages further incidents.

### 3.3 Why People Bully

People bully for lots of different reasons. Children in our care have had a range of traumatic experiences and may have developed ‘bullying behaviour’ in response to this. Some of the reasons people bully others may include:

- They may be scared
- There are family problems
- They have seen others bully
- They are being bullied themselves
- They feel out of control
- They are being abused
- Bullying is seen as a way of surviving

- They feel insecure and unimportant
- To gain acceptance
- Issues related to prejudice/racism
- Not liking yourself/wanting others to feel as bad as you do
- To belong to a particular group or gang
- They are taking their feelings out on others
- They do not understand/appreciate the feelings of others
- They have no friends and feel lonely
- They always want their own way
- A way of seeking attention/help
- Not feeling respected or listened to

### 3.4. Styles of bullying

Bullying can be obvious or very subtle. Specific behaviours include:

- Name calling
- Rude gestures
- Saying words which seem innocent but have meaning to the 'victim'
- The 'look' – this is given as an example of non-verbal bullying
- Intimidation ... just being in someone else space
- Threats and/or extortion
- Malicious gossip and exclusion from the group
- Telling tales with the express purpose of causing trouble.
- Threatening or unkind texts, or messages on Social Media

### 3.5. Signs & Symptoms of Potential Victimisation

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a pupil:

- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens self-injury
- Cries herself to sleep at night or has nightmares/ bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go missing
- Has unexplained cuts and bruises
- Stops eating
- Is frightened to say what is wrong
- Is frightened of walking to or from school; or changes her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

### 3.6. Roles and Responsibilities

The Headteacher has a legal duty to draw up procedures to prevent bullying amongst pupils. The Headteacher will:

- Ensure that all staff have an opportunity of discussing strategies and review them regularly
- Determine the strategies and procedures
- Regularly discuss development of the strategies within the Education Team

All staff will:

- Be responsible for ensuring that the school's positive strategies are put into practice and know the school's procedure and deal with any incidents that are reported
- Be responsible for liaising with the Headteacher over all incidents involving pupils in their classes
- Be involved in any agreed strategy to achieve a solution and teach the anti-bullying programme in the PSHE and Citizenship courses, and in undertaking e-safety.
- Know and follow all relevant policies and procedures
- Be observant and talk to pupils
- Deal with incidents according to the Policy
- Never let any incidence of bullying pass by unreported, whether on-site, during an off-site activity or on-line
- Take action to reduce the risk of bullying at all times and in places where is most likely and discuss from time to time where extra staff might be needed

#### 4. Prevention of Bullying

The Headteacher will build a strong safeguarding culture in the school, where pupils are listened to, respected and involved in decisions about the school.

Pupils must feel safe and be safe. Staff will support pupils to be aware of, and manage their own safety both inside and outside the school to the extent that any good school would. Staff should help pupils to understand how to protect themselves, feel protected and be protected from significant harm. This includes bullying.

We will ensure that we create a culture and ethos that is welcoming, inclusive and where bullying is not tolerated. To create a safe ethos, we will:

- Encourage values such as team spirit and respect
- Model fair and respectful behaviour and leadership
- Challenge all forms of prejudice and promote equality
- Discourage pupils from colluding with bullying – bystanders and those who reinforce the bullying behaviour are contributing to it
- Extend these values to everybody in the school such as support staff and short-term workers or visitors

##### 4.1. How We Prevent & Tackle Bullying Through Our Curriculum

- The school will raise the awareness of the anti-social nature of bullying through the school council and in the curriculum as appropriate
- The Headteacher is responsible for initiating and developing an anti-bullying programme as part of the PSHE and Citizenship course
- The Headteacher is responsible for ensuring all pupils are competent in e-safety to an age appropriate level

##### 4.2. Communication

Effective communication is key to create an environment where bullying is not tolerated. We will:

- Ensure everyone knows what bullying is and what they can do if they see it or experience it by providing regular training sessions for staff and discussions with pupils
- Make it clear that bullying and harassment are unacceptable, and set out what the consequences are for those who bully
- Inform pupils, parents or carers and staff of the Prevention of Bullying Policy.
- All staff will be introduced to the Prevention Bullying Policy and procedures of the school as part of their induction to work process
- Use and promote positive images and language. Positive language seeks to praise what a pupil can do rather than humiliate them for what they cannot do. Positive images disability and diversity celebrate difference and pride
- Provide links to useful helplines, websites and local voluntary sector groups
- Communicate ideas and suggestions from pupils through bullying posters/displays

### 4.3. Additional Actions

- Consult pupils about bullying, whether they feel safe, and if there are places where they feel unsafe at school
- Be vigilant if a pupil has clothing or equipment damaged
- Hold regular review meetings at which pupils can raise their worries
- Provide the opportunity for private quiet times alone with a pupil to explore bullying experiences as a good parent might. This may involve offering a suitable level of privacy

### 4.4. Building Resilience

It is also important in preventing bullying culture that pupils are helped to develop their own capacity and ability to respond to bullying. Helping pupils to develop their own resilience and strategies for preventing bullying may include:

- ‘Fogging’ techniques, such as seeming to agree with the bully, deflecting the hurt or refusing to provide the reaction the bully hopes for. Or the ‘stuck record’ technique in which a pupil repeatedly and calmly says ‘No, I don’t want to’. Staff can support pupils to rehearse responses they may feel comfortable using, so that they have a few phrases or a ‘special sentence’ ready. Staff may also practice some assertive body language that gives off a confident air, even if the pupil feels afraid
- Making sure pupils and their families/carers know how to report bullying
- Training and peer support for resolving conflicts where appropriate.
- Building emotional resilience and well-being through activities. Group work that builds trust between the participants can reduce feelings of isolation. Drama and role-play can help make bullying incidents seem less intimidating and model effective responses
- Where suitable, a ‘support’ group of ‘coached’ pupils can be put in place around a pupil who may benefit from this
- Celebrating and displaying initiatives by pupil to tackle bullying and to be supportive to others. Display their work, award prizes or enter their work into competitions
- Teaching the language of decision making and negotiation. Ask open ended questions and avoid questions that invite a simple ‘yes’ or ‘no’ as this does not allow them to explore the problem or describe issues of concern to them. Encourage pupils to use a wider range of words to express how they feel, so that they can be helped before their emotions overwhelm them and so that they can use language to resolve conflicts without bullying
- Encouraging pupils to take part in structured meetings to discuss any concerns about bullying

## 5. General Procedures & Dealing with Incidents

Advice to pupils on how to deal with an incident of bullying can be found in Appendix 1.

In any incident of bullying, staff are aware of the following principles:

- It is important that pupil who experience bullying can be heard
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt
- If a pupil feel upset they are encouraged to speak to their teacher or a responsible adult at an appropriate time, or put a note in the confidential worry box in each classroom
- It must be emphasised to the pupils that they should NEVER ‘take the law into their own hands’, and should remember that physical aggression is not acceptable
- They should be reassured that the adult will try to sort out the problem as calmly as possible

### 5.1. Guidance to Staff

When bullying does occur, a clear consistent response is essential. There are many different ways in which staff can respond to bullying. However, the goals of any intervention should always be the same. These are as follows:

- To make the victim safe.
- To stop the bullying and change the bully’s behaviour
- To make clear to every other pupil that bullying is unacceptable

- To learn lessons from the experience that can be applied in the future

If a bullying incident is reported, the member of staff to whom it is reported should immediately investigate so as to understand the nature and veracity of the concern. They should contact senior staff where appropriate.

Bullying is complex behaviour and if it is not clear who the perpetrator is, it may be more productive to focus on the future than to spend time while each party denies it. In such cases, steps could be taken to agree with the pupils as to how they may behave in future.

Supporting the pupil who is bullied should include the following:

- Make time to listen to the victim calmly, using effective listening techniques.
- Take bullying seriously and avoid telling young people to 'just ignore it'
- Agree an action plan with his or her consent.
- Avoid humiliating the victim by taking actions which make them seem weaker, powerless or a 'grass'.
- Help the victim become more resilient, for example by building up their self-confidence, emphasising their strengths and helping them to develop protective friendships.
- Bullying on-line and on Social Media should be traced and tracked to find evidence, so it becomes less of a question about one person's word over another.

## 5.2. Working with the Bullying Pupil

It is the duty of staff to help a pupil who has bullied another to understand their behaviour and its effects on others. The overall goal is to ensure the bullying stops and the bully's behaviour changes. Supporting the pupil who has bullied should include the following:

- Make it clear that it is the behaviour that is 'bad', not the pupil
- How does bullying make them feel? Why do they need to do this?
- Help children to find other ways than bullying to feel recognised and ways to manage their emotions. Help a pupil to learn to recognise their emotions, perhaps marking on a chart how they feel today
- Is there a warning moment before?
- What skills can be used before it all becomes 'too much'?
- Are there patterns to this behaviour – for example on certain days or situations? Try to identify what works for this child. Anger management and conflict resolution skills can be taught. Give the pupil tasks to do that earn them praise or rewards for pro-social actions, such as helping another pupil with something they are good at, or laying the table and helping with meals
- When a good relationship is established, try to elicit some understanding of the feelings of the victim, and challenge prejudice, such as racism. Prejudiced views might be shared among the community in which they live or be driven by anxieties about identity and territory. Pupils may adopt these views in order to be accepted into a group. By engaging with these concerns rather than dismissing them, it may be possible to help all pupils (as well as the one leading bullying)
- How can the pupil make amends or compensate the victim for the distress caused? Can the pupil offer some ideas?
- Be aware that many people who bully others have been victims at some point themselves (and may still be one). These cases might be more complex and 'bully victims' (as they are known), may require some therapeutic intervention
- Avoid giving the bully hero status or marginalising them so that you have no influence
- If a racial element to the bullying is suspected the Headteacher must be informed immediately

All pupils concerned should be fully involved in the discussions leading up to the solution. No one should be left feeling isolated. Honest group discussions that involve both bullied and bully with other pupils of their choice attendant and encouraged to participate, help the pupils to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents/carers will also need to be kept fully informed.

### 5.3. Involving Pupils

- Pupils will be involved in positive strategies through both the school council and teaching groups.
- Pupils will have an input into any planned anti-bullying strategy.
- A major part of our strategy consists of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another pupil

### 5.4. Responding to, Recording & Reporting of Incidents

It is the duty of all staff to respond to bullying. All staff will:

- Identify any instances of bullying they witness and address the pupil/s in the moment.
- Record all incidents of bullying on a behaviour slip (which will be recorded centrally and bring it to the attention of the Lead TA who will follow this up)
- For significant incidents of bullying a significant occurrence report must be complete. A slip to record the incident on the tracker must also occur
- This recording will enable patterns to be identified and dealt with
- In serious cases, inform the wider team and relevant persons (e.g. senior team, social worker, parents/ carers)
- Support victims of bullying, as indicated in this policy
- Support pupils who bully, as indicated in this policy
- Follow up repeated incidents of bullying with intervention work
- If appropriate, recommend specific therapeutic intervention relating to bullying
- Inform parents/carers of the incident/s and what actions have been taken
- Adapt all relevant plans and risk assessments where appropriate to reflect the bullying (including actions taken)
- Continue to monitor the situation.
- Report back to the victim
- Follow up, discreetly with the victim to make certain the bullying has actually stopped, and that they currently feel safe
- Do nothing to perpetuate the image of a pupil as a permanently weak victim, but try to put across a positive and strong image of them instead
- Help the victim to come to believe in themselves, starting with small steps
- Use an incident as a learning opportunity for everyone

### 5.5. Where Bullying Persists, or is of a Sufficiently Serious Nature

The Headteacher must ensure that:

- All staff are aware and that appropriate actions are being taken
- Internal Risk Strategy Meeting (see Behaviour Policy) is called and a clear action plan is developed. This may include actions up to and including the movement of a pupil between classes, or teaching pupils separately for all or part of the day

### 5.5. Involving the Police

In very rare cases, some extreme bullying behaviour may involve criminal offences, such as assault, theft, criminal damage, harassment offences, the misuse of communication offences, hate crime offences, radicalisation or sexual offences. Where bullying is particularly serious or persistent, it may be necessary (in order to protect the victim or support the bully to change their behaviour) to involve the police. It is the responsibility of the Headteacher will make a decision as to whether to involve the police as part of an internal or external risk management meeting. Given the serious consequences of criminalising a child, no individual member of staff should ever make this decision without the unequivocal approval of the Headteacher.

Although it might be unavoidable to involve the police and look to prosecution in the most serious cases, a more productive and positive approach would be to involve the police in other aspects of preventing and addressing bullying at an early stage. It may be helpful for a police officer to explain informally how bullying behaviour may constitute crime. This is e a more effective way of building a partnership with



local police and Community Support Officers, than only bringing them in once an offence has been committed).

## 5.6. Staff Who Bully Pupils

Any incident that involves a member of staff bullying a pupil will be treated extremely seriously. Bullying could include any of the categories mentioned above and will be dealt with under the Safeguarding Children Policy, and Procedures and policies relating to staff misconduct.

If a member of staff observes a co-worker bullying, or a child talks about such an incident, it should be reported immediately to the Headteacher.

Staff have an absolute obligation to report such incidents. A written account should be made of the incident, and the pupil informed of the actions taken.

The Managing Allegations Against Staff Procedure will be followed, as referred to in the Safeguarding Children Policy.

## 5.7. Staff Who Are Bullied by a Pupil/s

If a member of staff is feeling bullied by a pupil/s, the Head teacher must look at strategies to support them. These may include:

- Additional/different members of staff allocated to the class to offer support
- A professional's meeting to look at the best way of dealing with the incident/s
- Support from the management team (including additional supportive supervision)
- A risk assessment with a clear action plan.

If the staff member feels bullied by another member of staff the principles outlined in the Bullying at Work Policy would apply.

## 6. Confidentiality

Staff cannot promise absolute confidentiality if approached by a pupil/s for help or support. Staff must make this clear. Safeguarding procedures must be followed when any disclosures are made.

## 7. Staff Training

All staff fully familiarise themselves this policy as part of induction and receive Safeguarding Children training that covers:

- Types of bullying
- Identification of bullying
- Preventing Bullying
- Interventions when bullying occurs with victim and perpetrator
- Recording of incidents of bullying

## 8. Review of this Policy

This Policy was last reviewed in January 2019. Next review is due in July 2019.

## Appendix I

### **Advice to Pupil If They Are Being Bullied:**

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

### **After They Have Been Bullied:**

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. All staff have a responsibility to give you help and support around bullying
- If you are scared to tell an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

### **When a Pupil is Talking to an Adult About Bullying They Need to Be Clear About:**

- What has happened to them
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What they have done about it already

### **If a Pupil Experiences Bullying on Social Media, via Text Messages or Other E-communication**

- Don't retaliate or reply
- Save the evidence; do not delete anything
- Make sure you tell an adult who you trust. Get them to help you report bullying to the Social Media provider. Be prepared to 'block' or 'unfriend' the bully
- Be careful who you give your mobile phone number, e-mail address to
- Make a note of exactly when a bullying/threatening message was sent

## Appendix II

### E-Safety & Cyber-Bullying

#### What is it?

Cyber-bullying (aka e-bullying) is an aggressive, intentional act intended to cause harm carried out by a group or individual using electronic forms of communication. Often repeated over time against a victim who cannot easily defend him or herself.”

#### Types of Cyber-bullying

- Currently much (though not all) Cyber-bullying occurs on Social Media Platforms (e.g. Facebook, Instagram, Twitter). This includes but is not limited to:
- Social Shaming – exposing/revealing (or threatening to) private/sensitive information (including photographs/videos) aimed at publically embarrassing and/or humiliating the victim (including information maybe false). Encouraging others to make negative comments.
- Flaming – Repeatedly sending angry, threatening and/or obscene messages (via an online group or privately).
- Cyber-stalking – Repeated harassment, intimidation and/or intrusion into a person’s privacy.
- Trolling – Deliberately and disingenuously posting information (often false) to elicit a negative response or reaction.
- In Text messaging bullying
- Picture/video clip bullying via mobile/smart phone
- ‘Happy Slapping’
- Text-bombing
- Phone call bullying via mobile/smart phone
- Email bullying
- Bullying via websites
- Bullying through instant messaging (e.g. What’s App groups)

#### Legislation Aimed at Combating Cyber- bullying

- Protection from Harassment Act ’97
- Malicious Communications 1988
- Telecommunications Act 1984

#### Significant Extracts from School Policy on Cyber-bullying

- **No pupil mobile phones are allowed in school.** However, Hartmore School recognises that many pupils have mobile phones outside school and to that end: Pupils may store their mobile devices with the School Secretary if a legitimate reason for bringing them to school can be provided.
- The community police officer regularly visits the school to talk about safe use of the net and mobile phones
- Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying
- victims should keep emails and text as evidence for tracing and possible police action
- The school has a Code of Conduct for use of the net and access is screened by a variety of blocks which are updated regularly
- Teachers must teach safe internet use and strictly apply all school policies
- Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

The Full School Policy on e-Safety is available on request. Cyber-bullying is also incorporated in the Safeguarding Policy.