

Anti-Bullying Policy

Named responsible person	Headteacher & DSL
Last Update	September 2026
Frequency of Review	Annual
Date of last review by Governors	October 2026
Date of next review by Governors	October 2027

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1. Introduction and Aims

1.1 Policy Statement

The Ryleys School (the School) is committed to safeguarding and promoting the welfare of all pupils and to providing a safe, respectful and inclusive environment in which pupils can learn and develop positively. Bullying, in any form, is unacceptable and will not be tolerated.

The School takes all incidents of bullying seriously and responds promptly, proportionately and consistently to prevent recurrence and to protect pupils from harm.

The Education (Independent School Standards) Regulations 2014 (as amended) require the proprietor to ensure that bullying is prevented in so far as reasonably practicable, through an effective anti-bullying strategy that is drawn up and implemented (Part 3, paragraph 10). This policy is that strategy.

Bullying may constitute a safeguarding concern. Where bullying involves child-on-child abuse (including physical abuse, sexual harassment or violence, and prejudice-based or discriminatory abuse), coercion, exploitation, serious emotional harm, self-harm or other indicators of abuse, the matter will be referred immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with safeguarding procedures.

All bullying concerns are recorded on CPOMS.

1.2 Aims

The School aims to:

- Foster a culture of respect, kindness and inclusion
- Promote positive relationships and responsible behaviour
- Ensure pupils feel safe, supported and confident to report concerns
- Prevent bullying through education, vigilance and early intervention
- Respond effectively and consistently to all incidents of bullying
- Support both the pupil affected by bullying and the pupil responsible for it
- Recognise, challenge and address racism and other prejudice-based or discriminatory behaviour as part of the school's safeguarding responsibilities
- Work in partnership with parents and carers and, where necessary, with external agencies
- Meet its duties under the Equality Act 2010

1.3 Legislation, Guidance and Legal Requirements

This policy has been written having regard to the following legislation:

- The Education (Independent School Standards) Regulations 2014 (as amended)
- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989 and Children Act 2004
- Education and Inspections Act 2006 (the school has regard to its provisions on behaviour and discipline)

and the following guidance:

- Keeping Children Safe in Education (DfE, September 2026), including Part Five on child-on-child abuse
- Working Together to Safeguard Children (DfE, 2026)
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies (DfE, July 2017)
- Preventing and tackling bullying and harassment of school staff (DfE, July 2026)
- Advice for parents on cyberbullying (DfE)
- Statutory Framework for the Early Years Foundation Stage (DfE)

The school also takes account of the expectations of the Independent Schools Inspectorate (ISI). Under the Equality Act 2010, the school has duties which include not discriminating against pupils because of a protected characteristic, and it takes account of these duties in preventing and responding to bullying.

1.4 Related Policies

This policy is read in conjunction with the following:

- Child Protection and Safeguarding Policy
- Behaviour and Discipline Policy
- Online Safety Policy
- Acceptable Use Policy
- SEND Policy
- Attendance Policy
- Staff Code of Conduct
- Complaints Procedure

2. Definition of Bullying

2.1 What Is Bullying?

Bullying is behaviour by an individual or group that is intended to hurt, harm or humiliate another person, either physically or emotionally. It often involves a real or perceived imbalance of power and may be persistent, though a single serious incident may also constitute bullying.

2.2 Forms of Bullying

Bullying may include, but is not limited to:

- **Physical:** hitting, kicking, pushing, unwanted physical contact, damaging or taking belongings
 - **Verbal:** name-calling, insults, threats, teasing
 - **Emotional:** intimidation, exclusion, manipulation, spreading rumours
 - **Cyber-bullying:** misuse of digital technologies, including social media, messaging platforms, gaming environments or email, and the use of apps or artificial intelligence (AI) tools to create or alter images, video or audio of another person
 - **Sexual harassment or violence:** unwanted sexualised behaviour or comments, including misogynistic behaviour
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- **Prejudice-based or discriminatory bullying:** see section 2.3

2.3 Prejudice-Based and Discriminatory Bullying

Bullying may be related to a **protected characteristic** under the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, or pregnancy and maternity.

Racism, faith-based prejudice and other forms of discriminatory behaviour are safeguarding issues as well as forms of bullying. Keeping Children Safe in Education (2026) expects schools to promote an inclusive, anti-discriminatory culture in which such behaviour is recognised, challenged and addressed. Examples include racist, antisemitic or Islamophobic language, homophobic, biphobic or transphobic language, disablist language, and sexist or misogynistic behaviour.

All prejudice-based incidents are recorded on CPOMS and identified as such, so that the Headteacher and DSL can monitor patterns. Where very young children repeat discriminatory language they have heard without understanding it, the School will use the incident to teach and explain, but will still record it and speak to parents where appropriate.

2.4 Bullying and Safeguarding

Bullying can be a form of child-on-child abuse. Where staff have reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, the DSL will refer the matter to the local authority's children's social care and, where a crime may have been committed, to the police. See section 6.3.

2.5 Bullying Outside School and Online

The School will take action in response to bullying that occurs outside school hours or off-site, including online, where it affects a pupil's welfare or the orderly running of the school. Where the behaviour happens outside the School's control, the School will consider whether it is appropriate to inform parents, the police or children's social care.

2.6 What Is Not Bullying?

Children of all ages, and younger children in particular, fall out, disagree and are sometimes unkind. A one-off argument or a falling-out between friends is not usually bullying, and the school helps pupils to resolve these with the support of staff. The school will always look at the pattern of behaviour, its impact on the pupil and whether there is an imbalance of power. A single serious incident may still be bullying, and repeated unkindness aimed at the same pupil may amount to bullying even if each act seems minor. If a pupil says they feel bullied, the school takes this seriously and looks into it.

3. Signs and Indicators

3.1 Signs of Bullying

Staff are alert to changes in behaviour that may indicate bullying, including:

- Reluctance or anxiety about attending school
- Unexplained or persistent absence, or repeated lateness (see the Attendance Policy)
- Withdrawal, distress or changes in mood

- Unexplained injuries or damaged, lost or missing belongings
- Decline in academic performance
- Frequent physical complaints, such as stomach aches or headaches
- Changes in friendship patterns, or being left out
- Reluctance to go out at break or lunchtime, or to attend particular lessons or places
- Becoming secretive or upset when using devices, or avoiding them altogether
- Sleep disturbance or expressions of self-harm
- In younger children, tearfulness, clinginess, difficulty separating from parents or carers, or changes in play

Any concerns are investigated promptly and sensitively. These signs can have other causes, so staff do not assume that bullying is the reason, but they always look into it and share concerns with the class teacher and, where appropriate, the DSL.

3.2 Pupils Who May Be More Vulnerable

Any pupil can be bullied. Some pupils may be more likely to be targeted, or may find it harder to say what is happening, including pupils who:

- Have special educational needs or disabilities, or medical conditions
- Have, or are perceived to have, a protected characteristic
- Are looked after or previously looked after, have a social worker, or are young carers
- Are new to the school, or have English as an additional language
- Are going through difficulties at home, such as bereavement or family breakdown
- Are seen as different in appearance, interests or background

Staff take account of these vulnerabilities in supervision, in how concerns are investigated and in the support offered. The School also recognises that a pupil's behaviour may sometimes be communicating an unmet need, for example in a pupil with SEND, and considers this when responding to a pupil who has bullied others.

4. Roles and Responsibilities

4.1 Governors

The Governing Body will:

- Ensure that an effective anti-bullying strategy is drawn up and implemented
- Approve and review this policy at least annually
- Receive a termly, anonymised summary of bullying incidents, including prejudice-based incidents, and of the action taken, and challenge the Headteacher where patterns are not improving
- Ensure that the Headteacher and DSL have the time, training and resources to carry out their roles

4.2 Headteacher

The Headteacher is responsible for the day-to-day implementation of this policy and will:

- Ensure that all staff understand and follow this policy and receive training on bullying, child-on-child abuse and recording, at induction and regularly thereafter
- Ensure that pupils and parents know how to raise a concern and that concerns are acted on
- Take decisions on sanctions, including suspension and permanent exclusion (section 7)
- Oversee the school's records of bullying, review them for patterns and report to Governors each term
- Ensure that this policy is reviewed and published (section 10)

4.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) (see Appendix C) will:

- Be told immediately of any bullying concern that meets a safeguarding threshold (see section 6.3 and Appendix A)
- Decide, with the Headteacher, whether a referral to children's social care, early help or the police is needed
- Share information with safeguarding partners and other agencies in line with Keeping Children Safe in Education (2026) and the information sharing duty introduced by the Children's Wellbeing and Schools Act 2026
- Oversee support for any pupil who has been harmed by, or is responsible for, abusive behaviour, taking a victim-centred approach and avoiding victim-blaming language
- Keep safeguarding records in line with the Child Protection and Safeguarding Policy

4.4 All Staff

All staff are expected to:

- Model respectful and inclusive behaviour
- Challenge inappropriate language or conduct, including prejudice-based language
- Respond promptly to concerns or disclosures, without promising confidentiality
- Record and report incidents in line with school procedures
- Undertake regular safeguarding and behaviour training, including on child-on-child abuse and online risks

4.5 Pupils

Pupils are encouraged to:

- Treat others with kindness and respect
- Report bullying or concerns to a trusted adult
- Support peers who may be vulnerable
- Understand that bystanders have a responsibility to act
- Follow the school's rules for using technology and the STOP – BLOCK – TELL guidance in Appendix B

4.6 Parents

Parents are encouraged to:

- Inform the school promptly of concerns
- Support the school's approach to behaviour management
- Work collaboratively with staff to resolve issues
- Talk to their child regularly about friendships, bullying and online safety
- Keep any evidence, such as screenshots, and share it with the school, rather than approaching other pupils or their parents directly
- Model respectful behaviour towards other pupils, parents and staff, including online

5. Preventative Measures

5.1 Whole-School Approach

- Anti-bullying themes are addressed through PSHE, assemblies and pastoral provision
- Pupils are taught, in age-appropriate ways, what bullying is, how to respond to it and how to get help
- Respect for difference and equality, including the protected characteristics and the harm caused by prejudice-based language, is taught through PSHE, assemblies and the wider curriculum
- Pupils know which trusted adults they can talk to and how else to raise a concern, including using the Worry Boxes in classrooms and playground buddies
- Clear expectations of behaviour are consistently reinforced
- Staff supervise pupils effectively, including during less structured times such as break, lunch, wraparound care and transitions
- Online safety education is embedded across the curriculum, and the school's filtering and monitoring systems help staff to identify online risks (see the Online Safety Policy)

5.2 Staff Training

All staff receive safeguarding training at induction and regularly thereafter, including on child-on-child abuse, prejudice-based bullying and online harms, and are updated whenever statutory guidance changes. The DSL and senior leaders receive additional training on recording and analysing bullying data.

5.3 Listening to Pupils

Pupil voice is gathered through surveys, consultation and everyday conversations, so that the school understands where and when bullying is happening and whether pupils feel safe. What pupils say informs supervision, PSHE and the review of this policy.

5.4 Parental Partnership

This policy is shared with parents when their child joins the School and is published on the School website. The School encourages parents to raise concerns early and keeps them informed about its approach through newsletters, parent events and day-to-day contact with staff.

6. Procedures for Dealing with Bullying

6.1 Reporting and Recording Concerns

The School has clear and consistent procedures for reporting and recording bullying concerns to ensure that issues are addressed promptly and that patterns of behaviour are identified. A flowchart for staff is provided in Appendix A.

Stage 1: Raising a concern

- Concerns may be raised by pupils, parents or staff, including anonymously through the Worry Box
- Pupils are encouraged to report bullying to a trusted adult
- Parents may report concerns to the class teacher, form tutor or a member of the Senior Leadership Team (for Nursery and Reception, to the class teacher or the Head of Early Years)
- Staff who witness or are informed of bullying must take the concern seriously and act immediately

Stage 2: Initial response and recording

- The member of staff receiving the concern reassures the pupil, ensures they feel safe and does not promise confidentiality
- A factual record of the concern is made as soon as possible, ideally on the same day, and logged on CPOMS, using the pupil's own words where possible and noting whether the concern is online or prejudice-based
- The concern is shared with the class teacher or tutor and the Headteacher
- Where a safeguarding threshold may be met, the DSL is told the same day (Stage 4)

Stage 3: Investigation

- The incident is investigated promptly and sensitively, by a member of staff who knows the pupils involved
- Pupils involved are spoken to separately, in age-appropriate language, and the pupil affected is asked what would help them to feel safe
- Relevant information is gathered, including witness accounts where appropriate, and any online evidence is preserved (section 6.5)
- Adjustments are made for pupils with SEND or communication needs
- Written records are maintained securely to allow monitoring of patterns or repeat behaviour

Stage 4: Safeguarding consideration

- Any concern indicating child-on-child abuse (including physical abuse, sexual harassment or violence, harmful sexual behaviour and prejudice-based abuse), the sharing of nude or semi-nude images (including AI-generated or altered images), serious emotional harm, coercion, exploitation or a child using or threatening to use a weapon is referred immediately to the Designated Safeguarding Lead (DSL)
- Safeguarding concerns are managed in line with the Child Protection Policy and Safeguarding Policy (section 6.3)

Stage 5: Parental communication and action

- Parents of the pupil affected are told about the concern, and what is being done, as soon as reasonably possible
- Parents of the pupil responsible are informed in line with section 7, and always where the behaviour is serious, unless the DSL advises that doing so could put a child at risk
- Outcomes and actions are explained clearly, while respecting the confidentiality of other pupils
- Support and sanctions are implemented in line with this policy and the Behaviour and Discipline Policy

Stage 6: Follow-up and monitoring

- The situation is monitored to ensure bullying has ceased, and the pupil affected is checked in with at agreed intervals
- Support is provided to both the pupil affected and the pupil responsible, as appropriate
- Records are reviewed by senior leaders to identify trends and inform preventative action
- The concern is not closed until senior leaders are satisfied that the behaviour has stopped and the pupil affected feels safe

6.2 Support

Pupils who have experienced bullying:

- Are reassured, supported and monitored, and the school does all it can to help them keep attending and learning
- Are offered support suited to their needs, such as a trusted adult, pastoral time or peer support, with referral to external services through the DSL where needed
- Are not expected to change their own behaviour, or to avoid the pupil responsible, as the solution
- Continue to be supported even where the school cannot confirm that bullying took place

Pupils responsible for bullying:

- Are supported to understand the impact of their behaviour and to change it
- Are considered for any unmet needs, such as SEND, worries at home or being bullied themselves, and are offered support through the SENCo or pastoral team
- May take part in restorative approaches where appropriate, where the pupil affected is willing and it is safe to do so

6.3 Safeguarding

Any incident that raises a safeguarding concern is referred immediately to the DSL and managed in line with the Child Protection and Safeguarding Policy.

Where the DSL considers that a pupil may be suffering, or be likely to suffer, significant harm, a referral will be made to the local authority's children's social care. Where a crime may have been committed, the police will be contacted. The DSL will also consider whether a pupil or family would benefit from early help. Where a pupil talks about hurting themselves or is in immediate danger, staff act at once, and inform the DSL.

6.4 Working with Parents

Parents and carers who raise a concern about bullying can expect the school to:

- Listen and take the concern seriously
- Confirm that the concern has been recorded and explain what will happen next
- Keep them informed of the outcome and of any action taken, as far as it is possible to do so while respecting the confidentiality of other pupils
- Review the situation with them if the concern continues

Parents who remain concerned should speak to the Headteacher and may then use the school's Complaints Procedure (section 10.4).

6.5 Online and Cyberbullying Incidents

Cyberbullying is dealt with under this policy in the same way as other bullying, whether it happens in school or outside it. A guide for pupils and parents is provided in Appendix B. In addition to the procedures above, staff will:

- Ask the pupil not to reply or delete anything, and record or screenshot the evidence where this is safe to do so
- Never view, copy, print or forward any nude or semi-nude image of a child, including an AI-generated or altered image, and refer the matter to the DSL immediately
- Report harmful content to the platform and ask for it to be removed where possible, and consider whether the police should be involved
- Contact the parents of all pupils involved, and review the support in place for the pupil affected

7. Support

Staff who deal with pupils who have been, or feel they have been bullied must always offer reassurance. Pupils will be given the support they require depending on their age and the circumstances, with parents informed throughout as to the steps taken by the School.

It is recognised that support must be given to the perpetrator in situations where bullying has occurred. Changing the attitude and behaviour of bullies is the rationale for the positive procedures used by the School. However, the School recognises that sanctions will also have to be used against bullies. Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions might include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in any School trip or sports events that are not an essential part of the curriculum

In some cases, a fixed term and permanent exclusion from School may be imposed. An exclusion would only be considered in a case of extreme and continuing poor or dangerous behaviour, bullying

or sexual harassment. Any exclusion for even a short period would be discussed and agreed by the Chair of Governors and the Headteacher. When managing cases of alleged or confirmed bullying, School staff may consult with the school counsellor for guidance on appropriate responses and to coordinate support services for affected pupils.

8. Early Years Foundation Stage

This section applies to children in the Early Years Department, including Reception. Young children are learning how to share, take turns, manage their feelings and play together, and conflicts and unkind behaviour are a normal part of their development. They are usually best addressed through calm, consistent and age-appropriate guidance from adults, such as modelling kind behaviour, naming feelings and helping children to put things right.

Personal, Social and Emotional Development (PSED) is one of the three prime areas of learning in the EYFS. It underpins children's learning across all areas and is central to how we help children learn to get along with each other. Through PSED, children learn to understand their own feelings and those of others, to manage their behaviour, to build positive relationships, and to develop confidence and a sense of belonging. We teach these skills every day through play, stories, circle times and adults' interactions with children, and we celebrate kindness, sharing and friendship. Children are helped to find the words to say "stop, I don't like it" and to tell a trusted adult when something upsets them. This gives children a strong foundation for respectful relationships and helps prevent unkind behaviour from developing.

Where a child's behaviour towards another child is repeated, targeted or causes distress, the school treats it as a concern. It is recorded on CPOMS, monitored, and discussed with the parents of the children involved. For repeated behaviours, staff complete an ABCD form, recording the Action (what happened before the behaviour), the Behaviour itself, the Consequence (what happened afterwards), and what we could do Differently next time. This helps us understand the behaviour and plan how best to support the child. The Head of Early Years leads on this work with the class teacher and, where appropriate, the DSL and SENCo, and considers whether a child has needs, such as difficulties with language or communication, that are affecting their behaviour.

In line with the Statutory Framework for the Early Years Foundation Stage:

- Behaviour is managed in a way that is appropriate to each child's stage of development and individual needs
- Corporal punishment is never used or threatened
- Physical intervention is used only to avert immediate danger of personal injury to any person, including the child, or to manage a child's behaviour if absolutely necessary. Any physical intervention is recorded, and parents are told the same day or as soon as reasonably practicable
- Parents are told the same day, or as soon as reasonably practicable, if their child has been hurt

The school does not use the sanctions in section 7, including detentions, suspension and exclusion, for children in the Early Years Foundation Stage.

9. Bullying and Harassment of Staff

The School also recognises that bullying, harassment and intimidation of staff, whether by pupils, parents or colleagues, is unacceptable. This includes abusive or threatening behaviour online, including on social media and in messaging groups. The school has regard to the Department for Education's guidance, Preventing and tackling bullying and harassment of school staff (July 2026).

- Staff who experience bullying or harassment should report it to the Headteacher or, where the concern is about the Headteacher, to the Chair of Governors
- The school will listen, take the concern seriously, keep a record and support the member of staff
- Concerns about a colleague's conduct are dealt with under the Staff Code of Conduct and the school's staff procedures
- Where a parent behaves in an abusive, threatening or harassing way, the Headteacher will take proportionate action, which may include a formal warning, restricting contact or access to the school site, and, where an offence may have been committed, contacting the police
- Parents who are unhappy with the school should raise their concerns through the appropriate route, including the Complaints Procedure, rather than through direct confrontation or social media

10. Record Keeping, Monitoring and Review

10.1 Records

All bullying concerns are logged on CPOMS, including the date and time, the pupils involved, what happened, whether it was online or prejudice-based, the action taken, contact with parents, and the outcome and follow-up. Records are stored securely and managed in line with the school's data protection and records retention policies. They contain personal data, which is used only for the purposes of keeping pupils safe and promoting good behaviour.

10.2 Monitoring and Evaluation

- All bullying incidents are logged and monitored for patterns
- Senior leaders review records regularly, and at least termly, looking at trends by year group, location, time of day and type of bullying, including prejudice-based and online bullying
- The Headteacher reports to Governors each term, using anonymised data
- Pupil voice is gathered through surveys and consultation, and the views of parents and staff are sought as part of the review of this policy

10.3 Review

This policy is reviewed annually by the Headteacher and the Governing Body, or sooner if legislation or statutory guidance changes. The date of the next review is shown on the front page.

10.4 Publication and Complaints

This policy is provided to parents when their child joins the school, is published on the school website, and is available to parents on request. Staff are introduced to this policy and asked to read and understand it, as part of the induction process, and whenever the policy is updated. Parents who are not satisfied with how the school has handled a concern about bullying should speak to the

Headteacher and may then use the school's Complaints Procedure, which is available to parents on request.

This policy is available to parents on the school website and on request via the School Office.

Appendix A: Anti-Bullying Reporting and Recording Flowchart

What to do if you witness or receive a bullying concern.

1. Concern raised or observed	- Pupil disclosure - Parent contact - Staff observation
2. Immediate response	- Take the concern seriously - Reassure the pupil and ensure they feel safe - Do not promise confidentiality
3. Record the concern	- Make a factual written record as soon as possible, ideally the same day (on CPOMS), including: - Date and time, pupils involved, what was said or observed (in the pupil's own words where possible), and whether it is online or prejudice-based - Share the record with the class teacher / tutor and a member of the Senior Leadership Team
4. Initial investigation	- Pupil(s) spoken to separately - Witness accounts gathered where appropriate - Online evidence preserved (never view or forward nude images) - Records kept securely
5. Safeguarding threshold check	Does the concern involve any of the following? - Child-on-child abuse, including physical abuse - Racist, faith-based or other prejudice-based abuse - Cyber-bullying with significant impact, or the sharing of nude or semi-nude images (including AI-generated or altered images) - Sexual harassment or sexualised behaviour - Threats, coercion or exploitation - A child using, carrying or threatening to use a weapon - Serious emotional harm or self-harm YES – refer immediately to the Designated Safeguarding Lead (DSL) and follow the Child Protection and Safeguarding Policy. NO – continue under the Anti-Bullying and Behaviour Policies.
6. Parental communication	- Parents of the pupil affected informed as soon as reasonably possible - Parents of the pupil responsible informed in line with section 7 - Actions and outcomes explained
7. Action and support	- Support provided to the pupil affected - Behavioural sanctions and education for the pupil responsible - Restorative approaches used where appropriate
8. Follow-up and monitoring	- Monitor to ensure bullying has stopped - Review records for repeat behaviour or patterns - Escalate to the DSL or Senior Leadership Team if concerns persist
Remember	- Bullying may be a safeguarding concern - Recording and escalation protect pupils and staff - When in doubt, speak to the DSL

Appendix B: Cyberbullying – A Section of Our Anti-Bullying Policy

What is cyberbullying?

Cyberbullying is when someone uses the internet, a phone, a tablet, a games console, or any other device to be unkind, scary, or hurtful to another person. It can happen on apps, in messages, in online games, or on websites.

Cyberbullying can happen anywhere and at any time — even at home or at the weekend. That is why this part of our policy is so important.

Cyberbullying might look like:

- Sending mean or scary messages
- Sharing horrible pictures, videos, or rumours about someone
- Leaving someone out of group chats or online games on purpose
- Pretending to be someone else online to upset them
- Saying nasty things in the chat during online games
- Sharing a photo or video of someone without asking them first
- Using apps or AI tools to make fake or hurtful pictures, videos, or voices of someone

Where can it happen?

Cyberbullying can happen anywhere children use technology, including on school devices, on personal phones and tablets, on smart watches, on games consoles, in online learning platforms, and in any apps used outside school. This policy covers cyberbullying that happens at school and any cyberbullying outside school that upsets a child or makes them feel unsafe at school.

Our school promise

The School believes that every child has the right to feel safe, happy, and respected — online as well as offline. We will always take cyberbullying seriously, and we will listen carefully to any child who tells us they are upset by something that has happened online.

What we ask children to do

Be kind, be safe, and tell a grown-up.

Be kind online

- Use kind words in messages and games, just like you would in the playground.
- Think before you send: would you say it to that person's face?
- If a message would upset you, don't send it to someone else.
- Always ask before sharing a photo or video of a friend.

Be safe online

- Keep your passwords secret — even from your best friend.
- Only use apps and games that your grown-ups have said are okay for you.
- Never share your full name, address, school, or phone number online.
- If something online makes you feel worried, sad, or confused, stop and tell a trusted grown-up.

- If anyone asks you to send a picture of yourself, or sends you a picture that makes you feel uncomfortable, say no and tell a trusted grown-up straight away. You will not be in trouble.

If something upsets you, remember: STOP – BLOCK – TELL

- **STOP** — Don't reply. Don't send anything back, even if you feel angry.
- **BLOCK** — If you can, block the person or close the app. Try to keep the message (a screenshot can help).
- **TELL** — Tell a trusted grown-up straight away. You will not get into trouble for telling.

Who can children talk to?

Children can talk to any grown-up they trust. At school, this might be:

- Their class teacher or teaching assistant
- A lunchtime supervisor or playground buddy
- The Designated Safeguarding Lead
- The Headteacher or Deputy Headteacher

Children can also put a note in our "Worry Box", or speak to their parents or carers at home. Childline is also there to help: 0800 1111 (free to call).

What staff will do

When a child tells us about cyberbullying, our staff will:

- Listen carefully and make sure the child feels safe and heard
- Take a note of what has happened and keep any evidence (such as screenshots)
- Never ask a child to show or send on a private or inappropriate picture, and tell the Designated Safeguarding Lead straight away if a child has seen or shared one
- Tell the Designated Safeguarding Lead and follow our safeguarding procedures
- Contact the parents or carers of all children involved
- Work with the children to make things better and to make sure it doesn't happen again
- Offer extra support, such as time with our pastoral team or a trusted adult

What happens if a child has been unkind online

Sometimes children make mistakes online. We will help them understand why what they did was hurtful and how to put things right. Depending on what has happened, the school may:

- Have a kind but serious conversation with the child
- Ask the child to say sorry or take part in a restorative chat
- Tell parents or carers so they can help at home
- Take away the use of school computers or tablets for a while
- Use missed playtime, time to reflect, or other sanctions from our Behaviour Policy
- For very serious incidents, follow steps set out in the Behaviour and Safeguarding policies, which may include external agencies

How we help children stay safe and kind online

We teach children about cyberbullying and online safety as part of our PSHE and computing lessons.

We also:

- Take part in Safer Internet Day each year
- Hold assemblies about kindness, friendships, and life online
- Teach children that pictures, videos, and voices can be faked or changed online
- Share information and tips with parents and carers
- Make sure all children agree to our acceptable use rules before going online at school

A note for parents and carers

Many primary-age children use phones, tablets, games consoles, and apps at home. We ask parents and carers to:

- Talk regularly with your child about what they do online and who they talk to, including apps and AI tools that can change pictures, videos, or voices
- Check that apps, games, and websites are suitable for your child's age
- Use parental controls and keep devices in shared family spaces where possible
- Let us know straight away if you think your child is being cyberbullied, or if you are worried about something they have seen or done online

Helpful websites for families:

- Childline ([childline.org.uk](https://www.childline.org.uk) — 0800 1111)
- NSPCC ([nspcc.org.uk](https://www.nspcc.org.uk) — helpline for adults 0808 800 5000)
- Anti-Bullying Alliance ([anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk))
- UK Safer Internet Centre ([saferinternet.org.uk](https://www.saferinternet.org.uk))
- Internet Matters ([internetmatters.org](https://www.internetmatters.org))
- Thinkuknow ([thinkuknow.co.uk](https://www.thinkuknow.co.uk))

This section should be read alongside the school's Anti-Bullying Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy and Acceptable Use Policy.