Anti-Bullying Policy (including Online safety)

Westbury House School

February 2023

Contents

Appendix

1   Aims

1.1   This is the anti-bullying policy of Westbury House School.

1.2   The aims of this policy are:

1.2.1   to actively promote and safeguard the welfare of pupils at the School

1.2.2   to maintain and drive a positive and supportive culture among all pupils and staff throughout the School

1.2.3   to celebrate differences and promote a strong sense of belonging within the School with specific reference to the 9 Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs

1.2.4   to prevent bullying (with specific reference to cyberbullying and prejudice-based and discriminatory bullying), detect it when it occurs, and respond to it appropriately on a case-by-case basis

1.2.5   to provide procedures to follow to disclose, monitor, react to and record bullying, and to enable patterns to be identified

2   Scope and application

2.1   This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2   This policy applies at all times when the pupil is:

2.2.1   in or at School

2.2.2   representing the School or wearing School uniform

2.2.3   travelling to or from School

2.2.4   on School-organised trips

2.2.5   associated with the School at any time

2.2.6   in the care of the School or not and the School becomes aware of an incident of bullying.

2.3   This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1   affect the health, safety or well-being of a member of the School community or a member of the public

2.3.2   have repercussions for the orderly running of the School; or

2.3.3   bring the School into disrepute.

3   Regulatory framework

3.1   This policy has been prepared to meet the School's responsibilities under:

3.1.1   Education (Independent School Standards) Regulations 2014

3.1.2   Statutory framework for the Early Years Foundation Stage (DfE, September 2021)

3.1.3   Education and Skills Act 2008

3.1.4   Childcare Act 2006

3.1.5   Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

3.1.6   Equality Act 2010.

3.2   This policy has regard to the following guidance and advice:

3.2.1   Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017)

3.2.2   Cyberbullying: advice for headteachers and school staff (DfE, November 2014)

3.2.3   Working together to safeguard children (DfE, July 2018)

3.2.4   Keeping children safe in education **(KCSIE)** (DfE, September 2022); and

3.2.5   Searching, screening and confiscation: advice for schools (DfE, July 2022).

3.3   The following School policies, procedures and resource materials are relevant to this policy:

3.3.1   Behaviour Management Policy

3.3.2   Acceptable Use Policy for pupils

3.3.3   Safeguarding and Child Protection policy

3.3.4   Complaints policy

3.3.5   SEN Policy

4   Responsibility statement and allocation of tasks

4.1   The Proprietor has overall responsibility for all matters which are the subject of this policy.

4.2   To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly

Task	Allocated to	When / frequency of review
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head/SLT	As required, and at least annually
Day-to-day responsibility for Online Safety	M. Martinez	As required
Formal review	Proprietor	As required, and at least once every 2 years

5 Publication and availability

5.1 This policy is published on the School website, and a hard copy is available from the School office on request during school hours.

5.2 This policy can be made available in large print or other accessible format if required.

6 Definitions

6.1 Where the following words or phrases are used in this policy:

6.1.1 References to the **Head** may include deputies.

6.1.2 References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.

7 Bullying

7.1 There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- intended to hurt someone either physically or emotionally

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation (gov.uk)

7.2 Bullying is always unacceptable and will not be dismissed as being normal or as "banter" or simply "part of growing up". Bullying will not be tolerated by the School because:

7.2.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide

7.2.2   it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation

7.2.3   it is contrary to all our aims and values, our internal culture and the reputation of the School.

7.3   Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:

7.3.1   **Physical**: hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions

7.3.2   **Verbal**: name-calling, taunting, teasing, insulting or demanding money

7.3.3   **Exclusionary behaviour**: intimidating, isolating or excluding a person from a group

7.3.4   **General unkindness**: spreading rumours or writing unkind notes, mobile phone texts or emails

7.3.5   **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time

7.3.6   **Prejudice-based and discriminatory bullying:** when bullying is motivated by prejudice, based on an individuals actual or perceived identity. It can be based on characteristics unique to a child's identity or circumstance

7.3.7   **Cyberbullying:** involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Particularly intrusive, harmful and often faceless, it can involve social networking sites, games, emails and mobile phones used for text messages and as cameras. Westbury House School takes this area very seriously and issues very clear rules to pupils regarding the use of these technologies and the school's expectations of them to use such technologies responsibly and respectfully. Parents and pupils agree to acceptable use of ICT via the Westbury House ICT Acceptable Use Agreements (see Appendix 2) for pupils and the guidelines within that document are underlined regularly by way of reminders in lessons, online safety training and other assemblies. Additional information can be found at: www.cyberbullying.org

7.3.8   See Appendix 1 to this policy for guidance for pupils about cyberbullying. The School's Acceptable Use Agreement (Appendix 2) sets out the School rules about the use of technology including mobile electronic devices.

7.3.9   **Harmful sexual behaviours**: includes sexual harassment and sexual violence:

(a)   **sexual harassment**: unwanted conduct of a sexual nature that can occur online and offline (either in isolation or in connection with face to face incidents) It can include but is not limited to:

(i)   sexual jokes or taunting

(ii)   physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature

(iii)   online sexual harassment which may include: non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

(b)   **sexual violence**: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

7.4   Bullying may also be related to the 9 Protected Characteristics:

7.4.1   **sexist**: related to a person's sex or gender reassignment;

7.4.2   **racist,** or regarding someone's **religion, belief or culture**

7.4.3   related to a person's **sexual orientation** (homophobic bullying)

7.4.4   related to **pregnancy and maternity**

7.4.5   related to a **person's home circumstances**; or

7.4.6   related to a **person's disability, special educational needs, learning difficulty, health or appearance.**

7.5   Westbury House School recognises that not every instance of unkindness constitutes bullying. While it is important to address all unkind behaviours, it is equally important to recognise that pupils are still learning to get along with others and it would be inappropriate – even harmful - to label pupils bullies without careful regard to the nature of their behaviour and interaction with others. Isolated incidents of teasing, for example, may not be bullying although sustained teasing would be bullying.

7.6   A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

7.7   **Signs and Symptoms of Bullying**

Bullying may cause upset, extreme distress, and may encourage psychological damage, even suicide. Changes in behaviour which may indicate that a child may be being bullied at home or at school include:

7.8.1 diminished levels of self-confidence

7.8.2 appearing despondent, listless or unhappy

7.8.3 easily upset or irritable

7.8.4 loss of appetite

7.8.5 frequent visits to the sick room, complaining of stomach pains, headaches etc.

7.8.6 other pupils are observed to be sniggering or nudging one another when the pupil enters the room or answers a question

7.8.7 the bullied pupil may spend a lot of time alone or find him/herself left out of activities; it may get to the point where he/she is reluctant to take part in the first place.

7.8.8 unexplained cuts, bruises and injuries

7.8.9 displays of excessive anxiety or becoming unusually quiet and withdrawn

7.8.10 deterioration of work standards and concentration in class

7.8.11 work produced appears to be interfered with or spoilt by others

7.8.12 belongings such as books or bags are damaged or are missing

7.8.13 choosing the company of adults and avoiding contact with peers

7.8.14 difficulty in sleeping

7.8.15 unwillingness to come to school

 7.8.16 bullying other children or siblings

7.8.17 afraid to use the internet or a mobile phone

These signs and symptoms could indicate other problems and need to be thoroughly investigated but bullying should be considered as a possibility.

7.8   **Safeguarding**

7.8.1   Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sexting as set out in in the school's Safeguarding and Child Protection Policy and Procedures. It would be an expectation that in the event of disclosures about pupil on pupil abuse, all children involved whether perpetrator or victim are treated at being at risk. Where this is the case, the school should report their concerns to The Kingston and Richmond Safeguarding Children Partnership. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

7.8.2   The School's policy and procedures with regard to peer on peer abuse are set out in the School's safeguarding and child protection policy and procedures. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the safeguarding and child protection policy and procedures and appropriate action taken, taking into account any guidance provided by the Local Safeguarding Children Partnership.

7.8.3   The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

8 Anti-bullying culture and systems

8.1 At Westbury House, we aim to create an environment which is secure and caring where all individuals treat one another with mutual respect. It is everyone's responsibility to ensure, whatever the circumstances, that no-one become a victim of bullying. A person may be vulnerable to bullying because of his / her age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or learning difficulty, disability, home circumstances or because he / she is new in the School, appears to be uncertain or has no friends. He / She may also become a target because of an irrational decision by a bully.

8.2 Our expectation of all members of the School community is that:

8.2.1 everyone will uphold the School rules (The Westbury House Way)

8.2.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy

8.2.3 a complaint of bullying will always be taken seriously

8.2.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

8.3 In School and in every year group:

8.3.1 discriminatory and offensive words and behaviour are treated as unacceptable

8.3.2 positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School; and

8.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.

8.4 **Proprietor**

8.4.1 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:

(a) minimise the risk of bullying at the School so that pupils and staff feel safe and secure

(b) intervene early in low-level disruption to prevent negative behaviours escalating

(c) deal swiftly with allegations and incidents of bullying at the School so that pupils and staff feel confident that all incidents will be dealt with appropriately

(d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

8.5 **Staff**

8.5.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

(a) celebrating achievement

(b) anticipating problems and providing support

(c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place

(d) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate

(e) making opportunities to listen to pupils

(f) acting as advocates of pupils.

(g) ensuring the principles of the school policy are understood including the needs of pupils and their families with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs

(h) knowing and understanding their legal responsibilities

8.5.2 Members of staff and volunteers are vigilant at all times but particularly:

(a) at the start and end of the school day when pupils arrive and leave the site

(b) before lessons

(c) in the queue for the dining hall and in the dining hall itself

(d) in School corridors

(e) on School transport / School trips.

8.5.3 Teachers provide Form Tutor personalised care with Pastoral Head oversight. Teachers make opportunities to listen to pupils and act as their advocates, leading to an environment where pupils feel safe and able to disclose concerns to staff. Children have good relationships with their teachers and feel confident to share their personal experiences, which is something we actively encourage. This gives all pupils a secure space in which to share anything that bothers them.

8.5.4 Pupil welfare and bullying is discussed in weekly staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents. Teachers or support staff who do not attend the weekly meetings are required to inform the Head of any pupils or incidents of which the whole staff needs to be aware prior to the meeting. The minutes of each meeting are recorded and accessible to teachers and support staff.

8.6   **Pupils**

8.6.1   Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

(a)   to celebrate the effort and achievements of others

(b)   to hold and promote positive attitudes

(c)   to feel able to share problems with staff

(d)   to turn to someone they trust, if they have a problem

(e)   not to feel guilty about airing complaints

(f)   to be kind, considerate and tolerant towards others

(g)   to be aware of the impact their behaviour can have on others

(h)   to challenge their peers if they are unkind to others

(i)   to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.

8.6.2   In our proactive approach to preventing bullying, measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

(a)   the RHE/PSHE curriculum includes lessons on bullying, and further awareness is raised through the wider curriculum in which British Values and SMSC are firmly embedded

(b)   a structured and developed Character Education Programme exists alongside the most relevant RE and RHE/PSHE lessons which further promote the development of an environment that is caring, supportive and promotes mutual respect

(c)   anti-bullying posters placed around the School; - we need these

(d)   anti-bullying messages are given in assemblies and other relevant pastoral/social issues are discussed and considered together

(e)   once a year, in November, we hold an anti-bullying week

(f)   once a year, also in November, we hold a Friendship week

(g)   visits from guest speakers and experts in the field (eg: Google Online Safety Heroes presentation)

(h)   online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard pupils through correspondence and annual events held by the School to raise awareness. See section 9.

(i)   Year 6 pupils appointed and trained to be Peer Mentors for younger years. They are taught about how to solve minor disputes using conflict strategies and how to offer solutions to disputes. Peer mentors are announced and

introduced in assembly and their pictures displayed on notice board within the school so that they are recognised and known to other pupils;

(j)   the playground's Buddy Bench serves as a safe space for those who find it difficult to directly approach a peer mentor or staff member. By seating themselves on the bench, pupils can discretely indicate their need for support;

(k)   the Concerns Box (which is unlocked and emptied daily) located in the front hall in which pupils can place written concerns without the need to directly speak to a teacher. Although encouraged to add their names to aid intervention, pupils are aware that they can report anonymous concerns on behalf of both themselves and others.

8.6.3   The School recognises that children with special educational needs and disabilities can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. The School will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

8.7   **Parents**

8.7.1   The School will take active measures to promote an anti-bullying culture and message to parents that bullying amongst pupils or towards staff will not be tolerated by the School.

8.7.2   Parents are invited to Parent forums eg: year group parent representative meetings to discuss a range of issues, including bullying prevention.

9   Online Safety

9.1   Westbury House School's Online Safety policy is embedded within the Anti-bullying policy and is intended to consider all current and relevant issues, in a whole school context, linking with other relevant policies, such as the Safeguarding and Child Protection, Behaviour Management and The Westbury House Social Media policies. The policy will also form part of the school's protection from legal challenge, relating to the use of ICT.

9.2   As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

9.3   Online Safety encompasses not only Internet technologies but also electronic communications such as electronic devices and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology and provides safeguards and awareness for users to enable them to control their online experiences.

9.4   The Internet is an open communications channel, available to all. Applications such as the Web, email, blogs and social networking all transmit information over the fibres of the Internet to many locations in the world at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, it needs to be used safely.

9.5   Much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime, radicalisation, terrorism and religious extremism and racism that would be more restricted elsewhere. Pupils must also learn that publishing personal information could compromise their security. The aim of this policy is to ensure appropriate steps are taken to make the virtual world a safe one for all members of the school community.

9.6   The School will ensure that staff have appropriate training regarding online safety as per KCSIE September 2022. The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, laptops, electronic devices, webcams etc. place an additional risk on our children. All should be aware of the dangers of sexting of putting children in danger. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

9.7   The best protection is to make pupils aware of the dangers through curriculum teaching particularly Computing ,RHE/PSHE and sex education. Protection is Prevention.

9.8   The breath of issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

9.8.1   **Content:** being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalization and extremism**.**

9.8.2   **contact:** being subjected to harmful online interaction with other users for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

9.8.2   **conduct**: personal online behaviour that increases the likelihood of, or causes harm for example making, sending and receiving explicit images e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

9.8.3   **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If pupils or staff feel at risk, this can be reported to the Anti-Phishing Working Group https://apwg.org

9.9   The DSL and leadership team have regard for **Online Safety within KCSIE 2022.**

9.9.1   The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

9.9.2   The School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as electronic devices and other internet enabled devices and technology.

9.9.3   It is recognised that with the advancement of 5G that material can be accessed by pupils. Whilst some filters provided by the school will minimize the majority of inappropriate content it is recognized that not all can be accounted for. The teaching in lessons of RHE/PSHE and within the Computing curriculum and external bodies will emphasise what is deemed appropriate or not. Close monitoring of use of electronic devices in-particular for younger pupils will be maintained. If it felt that children are in breach, measures will be put in place to ensure inappropriate content will not be downloaded and the school reserves the right of total confiscation. The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

9.9.4   The School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

9.9.5   Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately)

9.9.6   Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.

9.9.7   Pupils should adhere to the school policy on electronic devices, which states that all items should be handed in morning registration. In the event of late arrivals, pupils should hand their electronic devices into the office.

9.10   Westbury House School's approach to Online Safety is **based on**:

9.10.1 Educating young people to be responsible users of ICT

9.10.2 Guided educational use

9.10.3 Regulation and control

9.10.4 Working in partnership with staff and parents

9.10.5 The DFE publication: Teaching online safety in schools (June 2019)

9.10.6 Education for a connected world

9.10.7 Vulnerable Children in a Digital World - Internet Matters

9.11   Scope of the Policy

9.11.1 The Education and Inspections Act 2006 empowers Heads, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or

other On-Line Safety incidents covered by this policy, which may take place out of school, but is linked to pupil membership of the school.

9.12   Responsibility Statement and Allocation of Tasks

9.12.1 The day-to-day responsibility for online safety will be delegated to **the Online Safety Officer** to include:

(a) a leading role in establishing and reviewing the school Online policies and documents

(b) ensuring that all staff are aware of the procedures that need to be followed in the event of an Online Safety incident taking place

(c) providing training and advice for staff and parents/guardians

(d) liaising with school ICT technical staff

(e) receiving reports of Online Safety incidents and creates a log of incidents to inform future Online Safety developments

(f) reporting regularly to the Leadership Team

9.12.2 The Head (Designated Safeguarding Lead) and Senior Leaders role within Online Safety:

(a) The Head and Senior Leaders are responsible for ensuring the safety (including Online Safety) of members of the school community, though the day to day responsibility for Online Safety will be delegated to the Online Safety Officer

(b) The Head and Senior Leaders are responsible for ensuring that the Online Safety Officer and other relevant staff receive suitable CPD to enable them to carry out their Online Safety roles and to train other colleagues, as relevant

(c) The Head and Senior Leaders should consider carefully the content of safeguarding related lessons or activities (including online) in PSHE/RHE, as they will be best placed to support any pupils who may be especially impacted by a lesson.

(d)   The Head and Senior Leaders will receive regular monitoring reports from the Online Safety Officer

(e) In the event of a serious Online Safety allegation the Head (Safeguarding Officer) and Senior Leaders will ensure staff adhere to guidance laid out in the Safeguarding Policy

9.12.3 The RIKA representative who works for Westbury House School is responsible

for ensuring:

(a) that the school's ICT infrastructure is secure and is not open to misuse or malicious attack

(b) that users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed

(c) that the school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person

(d) that they keep up to date with On-Line Safety technical information in order to effectively carry out their Online Safety role and to inform and update others as relevant that the use of the network / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Online Safety Officer for investigation

(e) that monitoring software / systems are implemented and updated as agreed In school policies

(f) that appropriate handover that is given in circumstances of staff change or termination of contract

9.13 Staff and support staff

9.13.1 Staff are responsible for using the school ICT systems in accordance with the Staff Acceptable Use Policy, which they will be expected to sign before being given access to the school systems. All temporary staff will be required to sign an AUP.

9.13.2 It is essential that all staff receive Online Safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

(a) A planned programme of Online Safety training will be made available to staff via Educare

(b) All new staff should receive Online Safety training as part of their induction programme, ensuring that they fully understand the school On-Line Safety policy and Acceptable Use Policies

(c) The Online Safety officer will provide advice / guidance / training as required to individuals as required

9.14 Pupils

9.14.1 Pupils are responsible for using the school ICT systems in accordance with the Pupils Acceptable Use Policy, which they will be expected to sign before being given access to the school systems.

9.14.2 Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in On-Line Safety is therefore an essential part of the school's On-Line Safety provision. Children and young people need the help and support of the school to recognise and avoid On-Line Safety risks and build their resilience. It is important that we communicate with pupils in a safe and beneficial way, so that pupils remain respectfully cautious but not fearful.

9.14.3 On-Line Safety education will be provided in the following ways:

(a) An Online Safety programme will be provided as part of Computing and RHE/PSHE, this will cover both the use of ICT and new technologies in school and outside school
(b) Key Online Safety messages should be reinforced as part of a planned programme of assemblies and pastoral activities
(c) Pupils will be taught how to evaluate what they see online so that and to be critically aware of the materials and content they access on-line and be guided to validate the accuracy and safety of information
(d) Pupils will be taught how to recognise techniques used for persuasion by looking at false and misleading content
(e) Staff and older pupils should act as good role models in their use of ICT, the internet and mobile devices
(f) Pupils will also be taught how and when to seek support

9.15 Parents

9.15.1 Parents play a crucial role in ensuring that their children understand the need to use the internet and other electronic devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore offer the opportunity for Online Safety training at the beginning of each academic year. Regular Online Safety tips are included in the Head's Friday letter.

9.15.2 Parents and carers will be responsible for:
(a) endorsing (by signature) the Pupil Acceptable Use Policy

(b) reading the Anti-bullying policy (including On-Line Safety) which is published on the school website

(c) attending Online Safety information evening organised by the school

In line with any other disciplinary incident parents will be informed of a breach of the school's bullying policy.

9.16 Data Protection

9.16.1 Personal data will be recorded, processed, transferred and made available

according to the GDPR May 2018 which states that personal data must be:

(a)   Fairly and lawfully processed

(b)   Processed for limited purposes

(c)   Adequate, relevant and not excessive

(d)   Accurate

(e)   Kept no longer than is necessary

(f)   Processed in accordance with the data subject's rights

(g)   Secure

(h)   Only transferred to others with adequate protection

9.16.2   Staff must ensure that they:

(a)   At all times take care to ensure the safe-keeping of personal data, minimising the risk of its loss or misuse

(b)   Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data

10   Reporting concerns

10.1   Pupils

10.1.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. He / She can:

(a)   tell his / her parents, class teacher, friend, peer mentor, use the concerns box or inform any member of staff at the School or responsible older pupil

(b)   contact a member of the school safeguarding team

(c)   contact Childline (0800 1111).

10.2   Parents

10.2.1 Parents who are concerned that their child is being bullied should inform their child's Class Teacher or member of the leadership team without delay.

10.3   Staff

10.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

(a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim

(b) listen carefully and keep an open mind

(c) not ask leading questions

(d) reassure the child but not give a guarantee of confidentiality

(e) report the allegation to the Designated Safeguarding Lead (DSL) or member of the SLT as soon as possible

10.3.2 The DSL or relevant senior leadership team member must contact the relevant Class Teacher to agree on a strategy for dealing with the matter.

10.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

10.3.4 This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

11   Why incidents might not be reported

11.1   There are many reasons why a pupil who has suffered bullying may be reluctant to report it. He / She may become demoralised and may think, for example:

11.1.1 it is telling tales

11.1.2 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular

11.1.3 the things they are saying and doing are too embarrassing to discuss with an adult

11.1.4 it is all my fault anyway for being overweight / too studious etc

11.1.5 there are too many of them; there is nothing the staff can do

11.1.6 it will get back to my parents and they will think less of me

11.1.7 I will just try and toughen up and grow a thicker skin

11.1.8 I will lie low and not draw attention to myself

11.1.9 this is a normal part of growing up and going to school.

11.2   There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. He / She may think:

11.2.1 it is "grassing", and I will become unpopular

11.2.2   it is not my concern anyway.

11.2.3   I don't like the victim and I would find it embarrassing to be associated with him / her.

11.3   Any of these responses would be contrary to our culture at the School. When we implement this policy we encourage every pupil (and their parents) to understand that:

11.3.1   every concern or complaint of bullying will be taken seriously

11.3.2   members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received

11.3.3   there is a solution to nearly every problem of bullying

11.3.4   a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis

11.3.5   the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary

11.3.6   we may need to support the bully as well so we can address the causes of bullying behaviour.

12   Assessment of concerns

12.1   The DSL or member of the SLT will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. Stopping violence and ensuring immediate physical safety is always the school's first priority. Westbury House School will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community. Notes must be made at each stage to provide a record on the Safeguarding Register. The assessment will be undertaken alongside the relevant pupils' class teachers and will consider:

12.1.1   the nature of the incident(s): physical, sexual, verbal, exclusionary etc?

12.1.2   is it a "one-off" incident involving an individual or a group?

12.1.3   is it part of a pattern of behaviour by an individual or a group?

12.1.4   has physical injury been caused?

12.1.5   who should be informed: Head, Parents, the School's Designated Safeguarding Lead, children's social care, the police?

12.1.6   can the alleged bully be questioned without disclosing the victim's identity?

12.1.7   what is the likely outcome if the allegation proves to be correct?

12.2   At this stage, the possible outcomes for an incident which is not too serious include:

12.2.1   there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or

12.2.2   the complaint is justified in whole or in part, and further action will be needed.

12.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the School's safeguarding and child protection policy and procedures should be followed before further investigation is carried out. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's Safeguarding policy in relation to sexting.

12.4 Otherwise, in cases where the DSL or Deputy DSL believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" he / she will refer the matter to the Head or Safeguarding Board Level lead.

12.5 The DSL or Deputy DSL will:

12.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and

12.5.2 send a summary of their findings to the Head and other relevant staff.

12.6 Together with the Head, together with another member of the safeguarding team will decide on the action to be taken in accordance with this policy.

12.7 The Head will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the School's behaviour and discipline policy and will include completion of the 'bullying incident proforma' (appendix 4).

13 Response to concerns

13.1 When a concern or complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:

13.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's safeguarding and child protection policy and procedures will be followed

13.1.2 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate

13.1.3 advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning

13.1.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed

13.1.5 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement). Remind them of the Westbury House Way of behaviour and the shared responsibility of being a member of its family. Recount the incident. Discuss with the group the impact of their behaviour on the victim (or the victim can

share their feelings). Encourage the group to further reflect and empathise with the victim. Encourage the group to find solutions to address immediate feelings and find a way forward together, giving them the responsibility to support their peers. The teacher may offer suggestions for the group to adopt where necessary.

13.1.6 a disciplinary sanction against the bully, in accordance with the School's Behaviour Management policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's Behaviour Management Policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils

13.1.7 action to break up a "power base"

13.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying has taken place (see also the School's acceptable use policy for pupils)

13.1.9 moving either the bully or victim to another House after consultation with the pupil, his / her parents and the relevant staff

13.1.10 involving children's social care or the police

13.1.11 notifying the parents of one or both pupils about the case and the action which has been taken

13.1.12 such other action as may appear to the Head to be appropriate

13.2 After the incident/incidents have been investigated and sanctions enforced where necessary, each case will be monitored to ensure repeated bullying does not take place. As well as short term monitoring, staff will continue to review whether the action taken has prevented the recurrence of the bullying and ensured that the pupil feels safe again. The monitoring will continue for as long as necessary thereafter. Action may include:

13.2.1 sharing information with some or all colleagues so that they may be alert to the need to monitor certain pupils closely

13.2.2 ongoing counselling and support

13.2.3 vigilance

13.2.4 mentioning the incident at meetings of staff

13.2.5 reviewing vulnerable individuals and areas of the School.

13.2.6 Any incident involving serious pupil misbehaviour and bullying and resulting in significant sanctions, is to be logged on the Safeguarding or Behaviour Log (as applicable) kept by the school's leadership team. This includes exclusions, major detentions and sanctions, as well as disciplinary meetings involving parents. This register is monitored by the leadership team in order to identify any patterns which would need to be addressed.

13.2.7 In class the bystanders should be encouraged to consult with a trusted adult when they feel that they are witnessing bullying behaviour. They must not feel that they

are telling tales but they are taking the responsibility to support their peers in the Westbury House Way.

14 Supporting those severely impacted by bullying

14.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.

14.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.

14.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

15 Training

15.1 Staff

15.1.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

(a) having an understanding of the groups who may be more vulnerable to bullying

(b) awareness of the risk and indications of bullying, and how to deal with cases

(c) awareness of the risks of peer-on-peer abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

(d) Awareness of bullying related to the 9 Protected Characteristics.

15.1.2 The level and frequency of training depends on role of the individual member of staff.

15.1.3 The School maintains written records of all staff training.

15.2 Pupils

15.2.1 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, including the peer mentor system.

16 Risk assessment

16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

16.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

16.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

17 Record keeping

17.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

17.2 Every complaint or report of bullying is recorded centrally (Safeguarding and Behaviour logs as appropriate) and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.

17.3 The Head and Safeguarding Team will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

17.4 The Head and Safeguarding Team will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.

17.5 The records created in accordance with this policy may contain personal data. The School has a privacy notice which explains how the School will use personal data about pupils and parents. This is published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

18 Version control

Date of adoption of this policy	April 2021
Date of last review of this policy	February 2023
Date for next review of this policy	Autumn 2024
Policy owner (SMT)	Kris Beel
Policy owner (Proprietor)	Amit Mehta

Appendix 1   Cyberbullying: guidance for pupils

1   Cyberbullying is bullying that takes place using technology.

2   Pupils should remember the following:

    2.1   use the security settings when using technology

    2.2   regularly change your password and keep it private

    2.3   always respect others - be careful what you say online and what images you send

    2.4   think before you send - whatever you send can be made public very quickly and could stay online forever

    2.5   if you or someone you know are being cyberbullied, **tell someone**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or a helpline such as ChildLine on 0800 1111

    2.6   don't retaliate or reply online

    2.7   save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter

    2.8   block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly

    2.9   don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

3   You may find the following websites helpful:

    3.1   http://www.childnet.com/young-people

    3.2   https://www.thinkuknow.co.uk/

    3.3   https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx

    3.4   https://www.saferinternet.org.uk/advice-centre/young-people

    3.5   https://www.disrespectnobody.co.uk/

    3.6   http://www.safetynetkids.org.uk/.

4   Please see the School's Acceptable Use Policy for pupils which sets out the School rules about the use of technology including mobile electronic devices.

Appendix 2   Acceptable Use Agreement

WESTBURY HOUSE SCHOOL

NAME..........................
CLASS..........................
SIGNATURE.................

My Acceptable Use Agreement

S
Secret

–I will keep my username and password secret

–I will not share personal information online with anyone unless a trusted adult has given me permission

–If I am contacted by anyone I do not know, I will tell an adult straight away

–I will never arrange to meet someone who I have met online

A
Aware

–I must ask an adult for permission to go online
–I will only use the school's computers and iPads for schoolwork and homework
–I will not download anything form the internet unless I have permission from an adult
–I will not visit websites and social networking sites that have age restrictions over 11
–I know that my school will check on my use of apps, internet and email when I'm using devices

F
Files & Equipment

–I will ask a teacher or adult if I want to use the computers or iPads
–I will take care of the iPads, computers and other equipment
–I will not use other people's work or pictures without permission
–I will not upload files or inappropriate electronic material onto devices
–I must only search for images or information which I have been asked to search for

E
Emails & Online Communication

–I understand that a teacher or responsible adult needs to give me permission to send emails to people I don't know who we are writing to in class
–I will only use my school email to send messages to teachers and pupils about school matters
–I will only communicate politely online. Any messages or video calls will be kind and use no unpleasant language whether I'm at home or in school
–I will not open attachments or download files unless the sender has told me to and I know and trust that person

2.1 Use of Communication Technologies

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education, compared to their risks:

Communication Technologies	Staff and Other Adults (inc EYFS)				Pupils			
	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission	Not allowed
Electronic devices may be brought to school	√							√
Use of electronic devices in school		√					√	
Taking photos or videos on personal electronic devices or other camera devices				√				√
Use of personal email addresses in school, or on school network				√				√
Use of school email for personal emails				√				√
Use of chat rooms and social networking sites		√						√
Use of online instant messaging		√						√
Use of blogs	√						√	

Appendix 3: Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Appendix 4: Guidance on early intervention

3.1   Children need parents, teachers, and other adults to model kindness, conflict resolution, inclusion and responsibility since at this young age, they are still learning how to get along with others. Children may occasionally do or say something that is hurtful. While it is important to address the behaviour, it is inappropriate (and potentially harmful) to label them immediately as a bully. Instead, it is important to intervene early to prevent an escalation of unkind behaviour.

3.2   Here are some of the most common unkind behaviours or micro aggressions that should be addressed immediately:

      3.2.1   Expressing negative thoughts and feelings: Children are often open and honest with thoughts and feelings. Young children will speak the truth without thinking about the consequences. For example, a young child might ask: "Why is [child] so fat?" Teacher should give the child guidance on what is appropriate to say and what is not and on how to say things in a way that it is not offensive. Equally it is important that children on the receiving end of unkind remarks should be given support and strategies to communicate their feelings in an appropriate manner, for example "I felt hurt when you laughed at my new braces," or "I don't like it when you call [child] fat."

      3.2.2   Being left out: It is natural for pupils to have a select group of close friends. Although pupils should be friendly and kind toward everyone, it is unrealistic to expect them to be close friends with every child they know. It is, however, important to ensure that children show consideration and civility towards each other and that teachers provide guidance on inclusion; this is particularly important in a small school.   This involves Form Teachers having an awareness of the class dynamic and vigilance by Lunchtime Supervisors during playtime. Staff may consider grouping choices, seating arrangements and partner work to be their choice, thus removing this responsibility from the pupils themselves. The 'Buddy System' can also be employed.

      3.2.3   Experiencing conflict: Sometimes pupils disagree and even argue. Learning to deal with conflict is a normal part of growing up. The key is for children to learn how to solve their problems peacefully and respectfully. Pupils should be encouraged to seek adult intervention or if they feel more comfortable, they can approach the Y6 Peer Mentors or, if at playtime, pupils may sit on the 'Rainbow Bench', an immediate visual cue to staff that support is needed.

      3.2.4   Not playing fairly: If a child has 'bossy' friends, we need to teach them how to respond to the bossy behaviour and to learn to turn-take. For example, we might teach a pupil to say: "Let's play your way, the first time. Then, let's try my way." We seek to teach pupils how to develop healthy friendships and talk to them about the importance of only developing positive relationships and avoiding 'friendships' which are becoming destructive in any way.

3.3   Other considerations:
(a)   Remember school should be a safe environment for children to grow and to learn and to make mistakes
(b)   It is important to acknowledge the power of perception, unkind behaviour or

micro aggressions might take the form of a look or eye roll rather than a verbal comment

(c)   Form Teachers can use opportunities such as Form time or RHE/PSHE to discuss how to respond to unkindness and the encourage coping strategies

(d)   Being present is key to early intervention. If a Form Teacher becomes aware of a potential issue, they may monitor class behavior during fluid times such as break and lunch

(e)   Tutors should report concerns immediately they become aware of them using forums such as the weekly staff meeting where 'pupil needs and safeguarding' forms a fixed agenda point

(f)   The SLT will monitor and track any possible behaviour incidents in their weekly SLT meetings, looking for patterns of behaviour

(g)   Handover notes should include any pastoral issues so that the new Form Teacher is aware of any historic issue

(h)   All staff receive training in preventing bullying alongside their safeguarding training. Additionally, a development to The school's Character Virtue Curriculum as from September 2021 is to include the virtue of 'Empathy'

(i)   It is Westbury House School's intention to engage both staff and parents in this process of educating children and helping them to develop healthy relationships. If a pupil or group is finding this difficult, the school will then seek the cooperation of parents in resolving the matter and will also recommend a course of action, including engaging expert help to enable a pupil to develop ways of strengthening their relationships with others.

Appendix 5: Bullying Incident Pro forma

SUMMARY OF BULLYING INCIDENT	
DATE:	LOCATION:
Individuals Involved and Classes	
1. Summary of Incident	
2. Relevant History	

INVESTIGATION: FACT FINDING
1. Interview with victim to find out details including who was involved, bystanders, how the victim felt, why they behaved this way. (What happened? How did you feel? How do you think the other person felt? Why do you think they behaved this way?)
2. Interview other individuals separately to understand the nature of the incident from different points of view. (What happened? How did you feel? How do you think the other person felt? Why do you think it happened?)
3. Interview with bully to find out details including who was involved, why they behaved this way, how the victim felt, how they felt.
4. Staff judgement of the seriousness of behaviour and how to proceed.
5. Will disciplinary sanctions be enforced?

6. Have parents been informed? (Date, time and method of communication)

REFLECTION & RESTORATION - show empathy with the victim
1. Meet with those involved as a group (with the victim should they wish to attend). Remind Westbury House Way. Recount the incident. Discuss impact of behaviour on victim - victim may share their feelings. Encourage group further reflection, empathy with victim. Encourage group to find solutions address immediate feelings and a way forward together, giving the group responsibility to support their peers. Teacher may offer suggestions.
2. Consider and plan actions needed to support the victim.
3. Consider and plan actions needed to support the bully.
4. Inform pupils of any sanctions.
5. Inform parents of any sanctions.

MONITORING THE INCIDENT
1. Serious misbehaviour and bullying resulting in significant sanctions is logged on Safeguarding Log and Behaviour Log as appropriate?
2. Short term monitoring.
3. Review - consider whether actions have prevented recurrence of bullying and ensures pupil feels safe.