Pocklington Prep School

Anti-Bullying Policy

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AIMS OF THE POLICY

- To take incidents of bullying seriously;
- To act swiftly, sensitively and discreetly to deal with specific incidents of bullying involving target of unkindness, perpetrator of unkindness and onlookers;
- To take appropriate action to resolve incidents of bullying (which may involve a referral to the Foundation Well-Being Service or warnings and sanctions, communication with parents and, in extreme cases, Suspension or Permanent Exclusion from school in accordance with the School's Behaviour Policy). The School retains a reasonable interest in and concern about pupils' behaviour at all times and places, if such behaviour is considered to have a bearing on School life.
- To create a safe environment and positive climate in which bullying is seen as unacceptable and all pupils feel confident to take action to prevent or report incidents of bullying;
- To involve pupils and staff in the regular monitoring, review and development of effective and consistent measures to prevent and deal with bullying.

STATEMENT OF INTENT

We are committed to establishing a whole school positive culture in which all members of the community feel safe and confident, and treat each other with respect and courtesy, particularly regarding individual differences. This high expectation will aim to eliminate any form of bullying.

Pocklington School Foundation prides itself on the strength and depth of its pastoral care and close working relationship with parents and guardians. It is essential that home-school communication and cooperation are effective and that both parties have mutual support in maintaining high standards of behaviour.

We are committed to maintaining a clear and transparent picture of bullying incidents throughout the school by tracking and monitoring appropriately and effectively, with the use of CPOMS.

DEFINITION OF BULLYING

There is no legal definition of bullying.

However, it's usually defined as behaviour that is[1]:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing

[1] Taken from 'Bullying at School', https://www.gov.uk/bullying-at-school/bullying-a-definition

- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

A pupil is being bullied when they are exposed, sometimes repeatedly and over time, to deliberately hurtful behaviour and action on the part of one or more other pupils. Such behaviour may cause anxiety, distress, fear of harm and even suicide, and it is difficult for those being bullied to defend themselves. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation including transgender, special educational needs and/or disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Any prejudice-based language is unacceptable. All bullying is aggression, whether verbal, physical or psychological, although not all aggression is necessarily bullying.

Power Imbalances

One of the most noteworthy components of bullying is an imbalance of power between the bully and their target of unkindness.

Sometimes the power imbalance is obvious when, for example, a bigger, stronger child bullies a weaker, smaller child or when a group of people bullies a single individual. However, sometimes the power imbalance is more difficult to discern because it involves less obvious factors, such as differences in popularity, intelligence, or ability, or knowledge of the information the target of unkindness finds embarrassing.

Bullying falls into six categories

Physical bullying involves any assault on a person's body, including hitting, kicking, tripping, or pushing. It can also extend to inappropriate hand gestures or stealing or breaking a target of unkindness' belongings.

Verbal bullying involves using verbal contact to intimidate the target of unkindness. It includes name-calling, teasing, and even threats.

Relational bullying, which is also referred to as relational aggression or social bullying, involves actions intended to harm a target of unkindness's reputation or relationships. It can include embarrassing the target of unkindness in public, spreading rumours, purposely leaving them out of social situations, or ostracizing them from a group. Unlike more overt types of bullying, it is especially sly and insidious because it involves social manipulation.

Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation.

Sexual bullying is online or in-person bullying that involves sexual comments or actions, including sexual jokes and name-calling, crude gestures, spreading sexual rumours, sending sexual photos or videos, and touching or grabbing someone without permission.

Prejudicial bullying involves online or in-person bullying based on the target's race, ethnicity, religion, or sexual orientation. It is based on stereotypes and is often a result of the belief that some people deserve to be treated with less respect than others.

A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In which case, refer the matter to the Assistant Head Pastoral and the Designated Safeguarding Lead, who will contact ERSCP – LADO as appropriate. Refer to the Child Protection Policy.

Child on Child Abuse[2]

Children can abuse other children. This is generally referred to as peer on peer/child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nudes and semi nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed above. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, such as misogyny. An unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Particular Concern for Children with SEND and Disabilities

Staff and students should be aware that children with SEND and disabilities are disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. There can also be communication barriers and difficulties in overcoming these barriers.

SEND and disability should be taken into consideration when caring for the target of unkindness and the perpetrator of unkindness.

SEND and disability are also factors taken into consideration in the tracking and monitoring of bullying incidents.

[2] Keeping Children Safe in Education 2024
https://assets.publishing.service.gov.uk/media/66ce094e8e33f28aae7e1f6d/Keeping_children_safe_in_education_2024_part_one.pdf

Terminology used in bullying incidents

The labels *bully*, *target of unkindness*, and *target* are used often by media, researchers and others to refer to children who bully others and children who are bullied. However, we encourage children, staff and parents to minimise use of the word 'bully' for the following reasons:

1. Using a label sends a message that the child's behaviour doesn't **c**hange from one situation to the next.
2. Labels suggest that behaviour is fixed and is unlikely to improve over time.
3. Using labels may suggest that bullying is purely the "fault" of the child and allow us to ignore other factors that contribute to bullying behaviour**.**

At Pocklington Prep School, we choose to focus on the behaviour and not the label.

SIGNS OF BULLYING

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognising the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

Although observing changes in a child is very important in looking for signs of bullying, we must be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries;
- Lost or destroyed clothing, books, electronics, or jewellery;
- Frequent headaches or stomach aches, feeling sick or faking illness;
- Changes in eating habits, like suddenly skipping meals or binge eating;
- Difficulty sleeping or frequent nightmares;
- Declining grades, loss of interest in schoolwork, or not wanting to go to school;
- Sudden loss of friends or avoidance of social situations;
- Feelings of helplessness or decreased self esteem;
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

SIGNS A CHILD IS BULLYING OTHERS

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sanctioned frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

PREVENTING BULLYING

Promote a culture of kindness and consideration

The best way to cut down on bullying within a school is to promote a culture of consideration. Pupils should all learn to be kind and respectful of each other's needs and accept differences. The behaviour of adults must serve as a role model. This culture should be promoted at all times within the school environment - as well as being highlighted specifically in circle time, class discussion time, PSHE lessons and assemblies, and not just introduced when there is a perceived need. This culture must involve everyone within the school – all pupils and all adults to create a community of understanding of each other's needs. Every child within the school has at least on 'buddy' from their house team to ensure that everybody has a peer that they can go to for support. Year 6 have leadership responsibilities, such as social and playground, with part of these roles being checking on peers that they observe to need further support – e.g. on their own on the playground or when there may have been a disagreement with a friend.

Our values-based education enriches our school community and helps fulfil our aim to provide a learning environment that fosters academic and creative achievement while nurturing well-rounded, confident, caring children with a love of learning, a broad outlook, good manners and a real zest for life. Each term we focus on the individual value of Courage, Truth or Trust. These are focused on within pastoral assemblies and form time, to highlight their importance in being a characteristic in our pupils.

Promoting a culture of 'speaking out'

The School fosters an environment where pupils are encouraged to 'speak out' to a trusted friend or adult whenever they or a peer are made unhappy by the behaviour of others, whether in or out of school. For pupils to do this confidently, they must feel assured that reporting concerns are valued, leads to positive change, and will not result in others being unfairly blamed.

Children who experience unkind behaviour should feel safe and confident to tell someone they trust—this may be a friend, a teacher, or a parent. They should know that the person they speak to will listen and take appropriate action to help. Children are also reassured that they will not get into trouble for reporting concerns. Pupils who know that bullying is happening should always tell an adult who will respond and address the issue. If a child witnesses bullying, they are encouraged to speak out and intervene if it is safe and sensible to do so, and to inform an adult as soon as possible.

These expectations are taught and reinforced through PSHE lessons, assemblies and form time. If a pupil wants to report a concern that they believe may be bullying or another issue requiring support, they will

speak directly to their form teacher or another trusted adult, who will pass these concerns onto the Assistant Head Pastoral.

Build self-esteem and promote good social skills

Both children who bully, and those who are bullied, frequently have low self-esteem or poor social skills. Building self-esteem is essential. At every opportunity staff should give pupils (and the whole class) positive comments and lots of compliments. Staff should try to always be positive and approach problems from a "What do you think we should do to help ….?" rather than an "I think you should….." perspective. Pupils should be encouraged to make their own decisions and the School has rules which are clearly displayed around the School and are regularly mentioned in assembly and class time, linking them where appropriate to the current School Value.

The School Council acts as a 'pupils' voice', enabling pupils to feel involved/empowered, giving ideas of how school can further improve the pupils' environment and opportunities.

Ensure a safe and respectful e-safety culture

Pupils are taught how to use the technology systems in accordance with the School's acceptable user policy and all pupils sign a Computing Agreement on joining the school. The School expects pupils to treat each other on-line with the same standards of consideration and good manners as they would in the course of face to face contact. All pupils are encouraged to look after each other and to report any concerns about the misuse of technology to a member of staff. The School will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil in line with this policy. Older pupils who travel by bus are permitted to bring a mobile phone into school but they must be handed into the office at the start of the school day. Pupils are taught about cyber bullying and its consequences through Computing and PSHE lessons, as well as regular E-Safety training.

Educate staff

All staff receive training on E-safety and cyberbullying forms part of the Safeguarding training. New staff are briefed on anti-bullying strategies as part of their Induction. Staff are encouraged to discuss bullying and behaviour incidents at Staff Briefings and pastoral meetings to ensure a deep understanding of issues. Staff are aware that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and are fully aware of how to refer this to the Designated Safeguarding Lead.

In order to minimise opportunities for bullying:

- Careful and caring **supervision** by duty staff, especially in those areas perceived by pupils to be "unsafe" or dominated by particular peer groups. Staff are alert to possible signs of bullying;
- Staff are always **on duty** before school, at break, lunchtimes and after school and monitor the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour;
- Staff are aware of the need to be alert to children who may be vulnerable and at risk to bullying. For example, children on the Learning Support and EAL Registers; children who suffer an emotional strain; children who board; LGBTQ+;
- The support staff and all adults who work on the school site are **encouraged to pass on any concerns** they may have over any particular child's welfare and this information is disseminated to the rest of the school staff during weekly briefing, if felt necessary;

- All pupils are told and encouraged to **tell a member of staff at once** if they know that bullying is taking place;
- All reported incidents are **recorded on CPOMS and investigated at once by form teachers and overseen by the Assistant Head (Pastoral);**
- We have a committed and experienced teacher team and we are sensitive in handling any incidents as an immediate priority, communicating with parents as soon as it is felt is necessary;
- The **Assistant Head (Pastoral)** gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both target of unkindness and perpetrators;
- The **Foundation Well-Being Service** is an important part of our pastoral support service, providing specialist advice and care. The service, (via two Independent Clinical Psychologists), is available to give confidential counselling support to pupils when they have significant social, emotional or behavioural concerns, or to enable the staff who care for them to follow a psychologically informed approach;
- The **School Chaplain** is available to give support and guidance to pupils of all faiths and beliefs. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community;
- When pupils are in **boarding houses either with flexi-boarding or taster evenings**, there are committed teams of residential and non-residential tutors supporting the Housemaster/mistress, the Day Matrons and the Nurses, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside of school hours. We always work in the context of a close relationship between the Housemaster/mistress and parents/guardians and would make contact if we were worried about a pupil's wellbeing. Pupils **have access** to a telephone helpline, enabling them to call for support in private. They are also able to speak in private to their parents;
- Our **Medical Centre** and all our **boarding houses** display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline or the Children's Commissioner;
- The school makes it clear that it will take an **active interest in incidents that take place outside school hours**, on school visits, trips and events that occur in the vicinity of the school which involve our pupils and which have a bearing on school life and pupils' welfare;
- **Confidential surveys of pupils' views and experience** are used to provide information to monitor the occurrence of bullying;
- We promote a positive response to bullying issues through International anti-bullying day, assemblies and through the **PSHE** programme which includes specific elements on bullying, friendships and self-esteem. Restorative interventions and 'Girls on Board' can also be used if school feel this is appropriate.
- **Continued sharing of good practice** between staff and awareness so that incidents of bullying are dealt with consistently, sensitively and effectively. Anti-Bullying is discussed at various forums to ensure that staff are conversant with the Policy.

STAFF GUIDELINES FOR RESPONDING TO A BULLYING INCIDENT

FOR INSTANCES OF CYBERBULLYING REFER TO SEPARATE SECTION ON THE USE OF ICT AND PROCEDURES TO COUNTERACT CYBERBULLYING.

1. Take the **incident seriously**. Liaise with the Assistant Head (Pastoral) as soon as possible. Any member of staff who deals with an incident of bullying should record brief details on CPOMS and inform the Assistant Head (Pastoral).
2. **Investigate** to establish who, when, where, what and record on CPOMS. Teachers will support pupils whilst investigating events.
3. **Listen sensitively** and impartially to both target of unkindness and alleged perpetrator of unkindness separately.
4. **Inform** those who need to know:
    - Class teacher (target of unkindness, perpetrator of unkindness and any witnesses if feel they need support)
    - Assistant Head (Pastoral)
    - Designated Safeguarding Lead. If a **child protection** or potential criminal matter emerges, refer to the procedures in the Child Protection Policy, which may include a referral to Social Care and/or the Police.

The incident will **be recorded** and a decision made about informing parents.

A central record of all bullying incidents will be held by the **Assistant Head (Pastoral)** with relevant records accessible by the Head of Prep and Assistant Head (Pastoral). Specific types of bullying (e.g. cyber, peer on peer etc) can be identified on **CPOMS**.

Support for Pupils who are Bullied

1. Arrange and ensure, as far as possible, some **support** for the target of unkindness (which could involve an older pupil or non-involved peers to befriend of 'buddy'). Early **contact with parents** will occur from the Assistant Head (Pastoral) or Deputy Head in their absence. A referral to the **Foundation's Well Being Service** may be deemed appropriate.
2. Take care in handling allegations so that they do not become unsubstantiated fact. The alleged perpetrator of unkindness must also be given an opportunity to give their view. Involve onlookers in giving their individual accounts.
3. Where the incident has involved a group, talk with the **individual members separately**.
4. Where **sanctions** are necessary, this needs to be done with care and consistency. There must be no repercussions for the target of unkindness. The alleged perpetrator of unkindness may have had some provocation and needs to be heard.
5. Allegations do need to be substantiated, using evidence from witnesses to help ascertain if this is possible.
6. The alleged perpetrator of unkindness may require subsequent support.

Note reference here to the school's **Behaviour Policy**.

Support for Pupils who are Perpetrator of Unkindness of Bullying

A structured, supportive conversation will be held with the child alleged to have caused harm. This will enable them to reflect on the impact of their actions, understand the hurt caused, identify steps to repair the harm, and develop more positive behaviours going forward.

Incidents are not always seen by an adult, and children may share different versions of events. It is developmentally normal for children to minimise their actions, feel remorse, or try to protect a friend. Our staff are skilled in gathering information and will talk with the children involved to determine, on the balance of probability, what most likely occurred.

We understand that this process can sometimes feel challenging for parents, especially when a child is hesitant to acknowledge their part in an incident. However, staff will always act in the best interests of every child. Sometimes children need clear, supportive guidance to help them recognise when they have made a mistake so they can learn from the experience and avoid repeating it.

Where it is felt that a conversation between two children is needed to restore a friendship, to redress a power imbalance or to give children a voice, two or more children may be brought together for restorative work. Staff will do this with the utmost care for both parties and will speak to both children prior to the work, about how the idea of this makes them feel. The restorative conversation will only happen when all children demonstrate a readiness; staff will use their professional judgement to gauge this through monitoring pupil wellbeing and watching the pupils' interactions both in and out of the classroom.

A **letter** may follow to the parents or guardians, warning about future sanctions for any continued bullying behaviour and a **monitoring and review strategy** may be put in place.

Appropriate Sanctions and Action

- A referral to the Foundation Well-Being Service may be deemed appropriate.
- All sanctions available within the **Behaviour Policy**.
- **Contact and liaison with the ERSCP Prevent and Education Team Tel: 01482 395500.**

For repeated incidents of bullying or for a single serious case:

- Temporary Exclusion (Suspension) may be considered by the Head of Prep School.
- Permanent Exclusion (Expulsion) may be considered by the Head of Prep School in liaison with the Head of the Foundation.
- In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a referral to the Police or to Social Care (ERSCP – LADO). **ERSCP – LADO Tel: 01482 395500, Pocklington Police (01482) 356413. Refer to the Child Protection Policy for all further contact details and guidance.**
- The school will always look towards supporting the alleged perpetrator of unkindness toward rehabilitation into the school community once the sanction is complete. Due acceptance and remorse by the alleged perpetrator of unkindness is the ideal resolution. Both child and parents will have continuous access to the Assistant Head (Pastoral) for support.
- Ensure that the pupils involved are carefully monitored for a period of time following the incident and that the situation has been satisfactorily resolved.
- Following the incident, contact may be made with the parents of the target of unkindness, in order to record satisfactory closure of the incident.

Equal Opportunities

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the School's portfolio of equal opportunities policies.

CYBERBULLYING

Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation. It may include:

- sending threatening or abusive text messages;
- creating and sharing embarrassing images or videos;
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- excluding children from online games, activities or friendship groups;
- shaming someone online;
- setting up hate sites or groups about a particular child;
- encouraging young people to self-harm;
- voting for or against someone in an abusive poll;
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- filming or sending photographs or videos of physical attacks known as 'happy slapping';
- sending explicit messages, also known as sexting;
- pressuring children into sending sexual images or engaging in sexual conversations.

Signs of Cyberbullying

All staff (teaching and support) should remain vigilant to signs of cyberbullying amongst pupils, and to report their concerns to the pupil's form tutor, Assistant Head (Pastoral) or the Deputy Head. Signs may include:

- A pupil upset after using their mobile phone or a computer.
- Unusual quietness, anxiety, depression, secrecy over internet or mobile phone use.

Sanctions on Cyberbullying – Guidelines for Staff

A Cyberbullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In which case, the matter will be referred to the Assistant Head (Pastoral) and the Designated Safeguarding Lead, who will contact ERSCP-LADO as appropriate. Refer to the Child Protection Policy.

The advice for staff upon receiving a concern over suspected cyberbullying is to follow the guidance given for dealing with incidents of bullying. The full range of the school's sanctions and actions available to counteract bullying (see Anti-Bullying section above and those stated in the school's Rewards and Sanctions policy) may be applied in incidents of cyberbullying.

Other ICT-related sanctions may also be applied to pupils for instances of misconduct in using ICT or for involvement in cyberbullying.

Incorrect use of Mobile Phones or Digital Cameras

Mobile phones are not to be used in the Prep School and must be handed in to the school reception. Only those pupils with permission forms from parents and who travel to school either by bus, or on foot, are allowed to bring mobile phones to school.

Pupils may be banned from bringing mobile phones into school (with due regard to safety and parental contact requirements).

Network Abuse

One or more weeks limited access depending upon the severity of the abuse. Contact with parents.

E-mail Abuse

One or more week's withdrawal of e-mail privileges depending upon the severity of abuse. Contact with parents.

Internet Abuse

One or more week's limited internet access depending upon the severity of the abuse. Contact with parents.

In all cases, any contact with parents may include a copy of the abusive incident being sent home with accompanying letter.

The school will look to reduce any educational impact of the sanction and "limited access status" to the internet may still allow the pupil to access certain websites needed for study at the discretion of the relevant Prep School Manager.

The school may also advise any target of unkindness and their parents to contact the service provider of the social network site or mobile phone to inform of any misconduct and to ask how to prevent further recurrence.

Searching Electronic Devices.

Refer to the DfE Guidance: Searching, Screening and Confiscation (July 2022)[3]. See also the Child Protection Policy.

Statutory Guidance for Dealing with Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

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3 https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

Telling parents and dealing with complaints

- *Schools are not required to inform parents before a search takes place or to seek their consent to search their child.*
- *There is no legal requirement to make or keep a record of a search.*
- *Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.*
- *Complaints about screening or searching should be dealt with through the normal school complaints procedure.*

THE ROLE OF THE PARENT

At Pocklington Prep School, we recognise that children will only learn from their mistakes when supported by their parents and the wider community. We believe that every family has the right to confidentiality and therefore we will not share information about the actions taken for another child. We ask all parents to:

- Trust in the staff to do their best for your child, knowing that behavioural incidents and relationships are complex;
- Show support for the school's actions and decisions, knowing that the school have a full picture of the situation and will be doing their best by your child;
- Reinforce the school rules as much as possible, showing high regard for standards of behaviour;
- Support all children and their families, regardless of how difficult this can be when things go wrong, knowing that one day you may need the support of others too.

At Pocklington Prep School, our role is to support children's learning both academically and socially. Just as we ask parents to trust teachers as experts in guiding academic progress and addressing learning mistakes, we also ask parents to recognise teachers' expertise in supporting children's social development.

For this reason, the school does not expect parents to request or restrict which staff members may discuss behavioural matters with their child. We ask for parents' support in respecting the school's decisions, both in conversations with their children and other parents, and in their use of social media.

This policy should be cross referenced with the following other policies:

- Child Protection Policy
- EYFS Policy
- Policy for the Use of Information and Comunication Technologies, which incorporates the Pupil Acceptable Use Policy (AUP)
- Mobile Phone Policy

- Behaviour Policy

ADVICE TO PUPILS AND PARENTS

Pupils or parents who are concerned about receiving any form of electronic communication or who would like further information of a technical nature are encouraged to speak to a member of staff at the school. In the first instance this might be the Assistant Head (Pastoral). For more technical information, parents should contact the Computing co-ordinator. Websites providing good advice about cyberbullying can be found at:

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/#:~:text=Tips%20to%20help&text=You%20can%20report%20and%20block,Things%20can%20change.

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

https://www.kidscape.org.uk/advice/advice-for-young-people/im-being-bullied-online/

https://www.childnet.com/help-and-advice/online-bullying/

Revisions

I D Wright *May 2010*, *S Cobb December 2011, S Cobb May 2012,* April 2013, IDW Nov 2013, A Ward Aug 2014 (name change Lyndhurst to Prep), R Stewart March 2015, IDW May 2016; IDW August 2016; IDW March 2017, IDW September 2017, IDW August 2018, IDW October 2018, IDW September 2019; S Ward October 2020, S Ward August 2021, S Ward August 2022, S Cobb July 2023, S Ward September 2024, S Rogers November 2025.