Pocklington School

The Anti-Bullying and Procedures to Counteract Cyberbullying Policy

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Introduction

Statement of Intent

We are committed to providing a safe and caring environment that is free from any form of disruption to our aims and values. Bullying in all its forms is a clear threat to our stated aims and intentions for the development of children and will not be tolerated. Any kind of bullying or harassment is unacceptable.

We promote an inclusive and anti-discriminatory culture where racism, prejudice and all forms of discriminatory behaviour are recognised, challenged and addressed. These principles are embedded within the School's safeguarding approach, and all systems, processes and policies operate with the best interests of the child at their heart. The School actively encourages pupils to speak up about any concern relating to their welfare, safety or the welfare of others, and seeks to ensure that all children feel confident in approaching a trusted member of staff, knowing that they will be listened to and supported appropriately.

Pocklington School Foundation prides itself on the strength and depth of its pastoral care and close liaison with parents and guardians. It is essential that school and home continue to co-operate and have mutual support in maintaining high standards of behaviour.

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

Pocklington staff must be alert to the potential for child-on-child abuse (including online), including bullying and discrimination, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010.

Definition Of Bullying

A pupil is being bullied when he or she is exposed, often 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. All bullying is aggression, whether verbal, physical or psychological, although not all aggression is necessarily bullying. There are criminal laws which apply to harassment and threatening behaviour. Bullying on the basis of protected characteristics is taken particularly seriously.

Bullying can take a variety of forms:

- Direct and physical – hitting, tripping up, damaging or taking belongings
- Direct and verbal – name calling, threats or insults
- Indirect – passing unpleasant stories or rumours about someone behind their back or excluding someone from social groups
- **Contexts of bullying may include racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability, because a child is adopted or is a carer, and cyber (see separate**

Policy on the use of Information and Communication Technologies, and the section ahead on the Procedures to Counteract Cyberbullying)

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.[1]

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 cases refer the matter to the Head and the Designated Safeguarding Lead, who will contact ERSCP – LADO as appropriate. Refer to the Child Protection Policy. As appropriate, we are committed to providing specialist support for the needs of pupils with Special Educational Needs, disabilities or sexual concerns (LGBT) and in terms of the 'Prevent Duty' (Home Office, March 2024) to challenge extremist views and to prevent children being drawn into terrorism.

Specific Types of Bullying:

1. **Bullying related to race**, **religion or culture** – this includes colour racism, phobias about religious beliefs, mocking personal customs, prejudice against traveller or gypsy communities and hostility towards refugees and people seeking asylum
2. **Bullying related to special educational needs or disabilities** – this includes exploiting a pupil's inability to react physically or mentally to what is happening to them, conditional friendship, and exploitative and manipulative bullying
3. **Bullying related to appearance or health conditions** – this includes exclusion from a group because of physical appearance or health issues as well as exploitative and manipulative bullying
4. **Sexist bullying** - this includes bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours
5. **Sexual bullying** – this includes bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or emotional/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be seen as sexual harassment by the School
6. **Homophobic bullying** – this includes bullying that is motivated by a prejudice against lesbian, gay, transgender or bisexual people. It includes spreading rumours that someone is gay, or suggesting that something or someone is inferior and so they are 'gay'
7. **Bullying of young carers or looked-after children** – this includes all bullying related to home circumstances and arrangements

[1] DFE: Preventing and Tracking Bullying, Advice for headteachers, staff and governing bodies. July 2017

8. **Cyberbullying** – this includes all bullying related to the internet, mobile phones, social networking sites or any other form of electronic communication. It can include all the above types of bullying but technology is the method by which the bullying is carried out. It differs from other types of bullying in that it invades home/personal space and is difficult to control once information is circulated.
   Cyberbullying may include the creation, sharing or distribution of manipulated, synthetic or AI-generated images, audio or video (including so-called "deepfakes") intended to humiliate, threaten, intimidate, harass or harm another individual.

Child on Child Abuse including Sexual Violence and Sexual Harassment

Part Five of Keeping Children Safe in Education (DfE, September 2026) provides the principal statutory guidance followed by the School when responding to incidents of child-on-child abuse, including sexual violence and sexual harassment."

Staff must respond appropriately to all reports and concerns about child on child abuse, including sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in section 7 of the Child Protection Policy. If you are ever in any doubt about how you should respond, do not hesitate to speak to the DSL.

(i) Initial response

The initial response to a report from a child is very important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse (including sexual violence and sexual harassment) to report or come forward.

- A child is likely to report an incident to someone they trust – it could be anyone
- Victims mustn't feel that they are being a nuisance for reporting their concerns
- The child must feel listened to, reassured and taken seriously.
- Do not be judgemental
- Do not ask leading questions
- Only prompt the child where necessary using open questions ('TED' – 'Tell, Explain, Describe')
- Explain to the child how their report will be progressed
- A written report of the conversation will be important to pass on to the DSL. It is best to take this at the end of the conversation and the report must only contain the facts of what is being reported.

(ii) Report to the Designated Safeguarding Lead as soon as possible.

Following government guidance and liaising with external agencies where necessary, the DSL will consider the following when deciding on next steps:

- Wishes of the victim
- Nature of the alleged incident

- Ages of children involved
- Developmental stages of children involved
- Any power imbalance between the children
- Whether this is a one off incident or a sustained pattern of behaviour
- Any on-going risk to others
- Any potential links to sexual abuse or exploitation

Where there is a Child Protection incident, the School will ensure that the child's wishes are taken into account when determining what action to take and what service to provide. The child will be able to express their wishes and give feedback via the DSL, Well-being Service or Social Workers. The School will always operate with the child's best interests at heart whilst taking the necessary Multi-agency advice.

It would be an expectation that in the event of a potential disclosure about pupil on pupil abuse, that all children involved, whether perpetrator or victim, are treated as being at risk.

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Liaison with local agencies (ERSCP and the Police) will occur as necessary. Support for victims will occur via liaison and support from the ERSCP Prevent and Education team and the School's Well-Being Service).

Sharing Nudes and Semi Nudes

Sharing nudes and semi-nudes" means the sending, posting, creating or sharing of nude or semi-nude images, videos or live streams by children and young people under 18. This includes content shared via social media, messaging services, gaming platforms and other digital technologies, including manipulated or AI-generated imagery. Incidents may occur voluntarily, as a result of pressure, coercion or exploitation, or in the context of abuse, bullying or harassment.

The School recognises that incidents involving nudes and semi-nudes are primarily safeguarding concerns and will respond in accordance with current UKCIS guidance, KCSIE 2026 and the School's Child Protection Policy

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024). Incidents will be discussed with ERSCP Children's Social Care and the Police, with parents involved as the circumstances dictate, following guidance from ERSCP/Police. School sanctions following those in the Rewards and Sanctions Policy will be considered as appropriate.

When an incident involving nudes and semi-nudes comes to the attention of any member of staff, the incident should be referred as soon as possible to the DSL as soon as possible.

Concern for Children with SEN and Disabilities

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

SEN and disability should be taken into consideration when caring for victims and perpetrators of bullying.

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

Concern LGBT and Children Questioning Their Gender

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Staff and students should be alert to this and confident in reporting any concerns to relevant pastoral leads and / or the DSL.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include (also refer to Cyberbullying Procedures as above):

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Aims of the Policy

- To take incidents of bullying seriously

- To act swiftly, sensitively and discreetly to deal with specific incidents of bullying involving victims, bullies and onlookers.

- To take appropriate action to resolve incidents of bullying (which may involve a referral to the Foundation Wellbeing Service and / or warnings and sanctions, communication with parents and, in extreme cases, Suspension or Permanent Exclusion from school in accordance with the School's Rewards and Sanctions 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. See the Rewards and Sanctions Policy for the definition of "under School authority". See also the School Rules in the Termly Calendar.

- To create a safe environment and a positive climate in which bullying is seen as unacceptable and all pupils feel confident to take action to prevent or report incidents of bullying both on and off the premises.

- To involve pupils and staff in the regular monitoring, review and development of effective and consistent measures to prevent and deal with bullying

Prevention

In order to minimise opportunities for bullying:

- Careful and caring **supervision** by duty staff and prefects, especially in those areas perceived by pupils to be "unsafe" or dominated by particular peer groups (these are defined more fully in the Guidelines for Staff Supervision). 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; LGBT.
- 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.
- All pupils are told and encouraged to **tell a member of staff at once** if they know that bullying is taking place.
- **Anonymous reporting** is also available through the Spot and Speak Up initiative.
- All reported incidents are **recorded** and investigated at once.
- We have a committed and experienced pastoral team of tutors, day and boarding Houseparents and Heads of Division who support the Foundation Management Groups and are sensitive in handling any incidents as an immediate priority.

- The **pastoral team** gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The **Foundation Wellbeing 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 who can refer themselves when they have social, emotional or behavioural concerns. A member of our pastoral team may also refer a pupil.
- The **School Chaplain** is available to give support and guidance to pupils of all faiths and beliefs. Pupils are able to refer themselves to her, perhaps at a time of family concern, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- In **boarding houses**, there are committed teams of residential and non-residential tutors supporting the Houseparents, 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.
- Our **Health and Wellbeing 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. There is also an **Independent Listener.**
- All **boarding 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.
- We encourage our **older pupils** within the houses to offer advice and support to younger pupils during, for example, registration periods and house events.
- We provide **leadership training** to our Heads of School and the team of **prefects/heads** of house/senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- 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 (see school rule 1b).
- **Confidential surveys of pupils' views and experience** to provide information to monitor the occurrence of bullying.
- The promotion of a positive response to bullying issues through school and house assemblies and through the **PSHE** programme which includes specific elements on bullying, friendships and self-esteem.
- **Anti-bullying information is posted** within the school buildings and the boarding houses.
- **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.

  Examples of recent training, guidance and initiatives:

  April 2018: Foundation Inset on Child Exploitation and Online Protection from CEOPS trainer
  April 2018: Foundation Inset from Natalie Noret on Resilience Survey Proposal
  June 2018: ERSCB PET & Police workshops with Yr 9 students on bullying and prejudice
  September 2018: Foundation Inset on KCSIE 2018: focus Peer on Peer (child on child) abuse and procedure
  November 2018: National Anti-bullying week

January 2019: Peer Mentoring work with senior prefects and other sixth formers - prep for Sept 2019
February 2019: 'Life in Schools' survey (Yrs 4,-11 with focus on bullying, resilience and wellbeing issues)
June 2019: ERSCP PET & Humberside Police lead off-timetable day workshops to Yrs 7 & 8 on Bullying, Prejudice and Prevent
February 2020: Education on mutual respect and consent delivered to senior school pupils (RAP Project).
June 2021: Working groups on matters relating to Sexual Harassment and Violence in light of Everyone's Invited movement.
September 2021: Foundation inset including focus on Peer on Peer (child on child) abuse and sexual harassment / violence.
October 2021: RAP Project – focus on Harassment and Consent issues (All Divisions)
June 2022: Talks given to all divisions by Police Liaison on Online Safety / behaviour
April 2024: RAP Project - Online Behaviour workshops & parent sessions and information sharing.
November 2024: Antibullying Week ('Choose Respect')
September 2025: Introduction of Spot and Speak Up (Anonymous reporting tool for pupils).
November 2025: Antibullying Week ('Power for Good')
September 2026: Introduction of mini-planners containing reminders regarding support including anonymous reporting.

Staff Guidelines for Responding to a Bullying Incident

(FOR INSTANCES OF CYBERBULLYING REFER TO THE SEPARATE SECTION ON THE USE OF ICT AND PROCEDURES TO COUNTERACT CYBERBULLYING THAT FOLLOWS). **Also see summary flowchart in the appendices of this policy.**

1. Take the **incident seriously**. Liaise with the appropriate Housemaster/mistress and/or Head of Division as soon as possible. Any member of staff who deals with an incident of bullying should record details on CPOMS (see Appendix for Pastoral Lead Checklist) or by memo/email and pass this on to the relevant Housemaster /mistress of both victim(s) and alleged bully(ies).

2. **Investigate** to establish who, when, where, what.

3. **Listen sensitively** and impartially to both victim and alleged bully separately.

4. **Inform** those who need to know:

   - House tutor)
   - Housemaster/mistress) of both victim and alleged bully
   - Head of Division)
   - Deputy Head (Pastoral) or Designated Safeguarding Lead as appropriate. 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 is held by the **Designated Safeguarding Lead** on **CPOMS** with relevant cases accessible to Heads of Division, (Lower School, Middle School and Sixth Form) and other relevant, key Pastoral Staff. Specific types of bullying (e.g. cyber, child on child etc) can be identified on CPOMS. Note that a single incident that ***may*** become part of a pattern of bullying must also be recorded as such on CPOMS (see also Appendix).

Victim Support & Perpetrator Support

1. Arrange and ensure, as far as possible, some **support** for the victim (which could, for example, include an older pupil or non-involved peers to act as 'buddy'). Early **contact with parents** will occur from the Housemaster/mistress. A referral to the **Foundation Wellbeing Service** may be considered.

2. **Take care in handling allegations so that they do not become unsubstantiated fact. The alleged bully must also be given an opportunity to give his or her view. Involve onlookers in giving their individual accounts. Written statements may be helpful**.

3. Where the incident has involved a group, deal 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 victim. The alleged bully may have had some provocation and needs to be heard through. Allegations do need to be substantiated and the alleged bully may require subsequent support too. Note reference here to the school's **Rewards and Sanctions Policy**.

5. **Careful and detailed discussion with the alleged bully** will occur to help them to consider how their actions have offended and hurt the victim, and how they can now learn to behave in ways which do not cause harm, and how they can repair the harm they have caused. These discussions must involve liaison, where appropriate, with the alleged bully's parents or guardians.

6. A **letter / email** will follow to the parents or guardians confirming any action to be taken and warning about future sanctions for any continued bullying behaviour.

7. A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.

8. A **monitoring and review strategy** will be put in place.

9. Where it benefits the perpetrator, a meeting may be convened that involves parents to aid children in understanding the implications of their behaviour and the possible outcomes.

Appropriate Sanctions and Action

- A referral to the Foundation Wellbeing Service (for victim or bully) may be deemed appropriate.
- School detentions.
- Gating may be appropriate for boarders.
- A School Detention.

- All sanctions available within the **Rewards and Sanctions 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 Deputy Head (Pastoral).
- Permanent Exclusion (Expulsion) may be considered by the Deputy Head (Pastoral) in liaison with the Head.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a referral to the Police or to Social Care. **Refer to the Child Protection Policy for all further contact details and guidance.**
- The school will always look towards supporting the alleged bully toward rehabilitation into the community once the sanction is complete. Due acceptance and remorse by the alleged bully (with the goal of reconciliation) is the ideal resolution. Both child and parents to have access to relevant pastoral leads for support.
- Ensure that the pupils involved are carefully monitored and that the situation has been satisfactorily resolved.
- Following from the incident, contact should be made with the victim's parents in order to record satisfactory closure of the incident. This should occur within, for example, 4-6 weeks as appropriate.

Advice and a Code of Conduct in Regard to Bullying

The school provides below some useful advice for pupils and parents in recognising and responding to behaviour of bullying nature towards another pupil:

- *If you feel you are **being bullied** verbally, physically or emotionally, **do talk** to someone you trust. **Let the school know as soon as possible.***
- ***Never** reply to the bully in the same manner as they are behaving towards you.*
- *If you can, make a **note of the time and date** that you were bullied along with as much as you can remember about what was said, or done, to you.*
- ***Don't react** to bullying or threatening behaviour – this could make matters worse. It also lets the bullying people know that they have got a reaction, which they can exploit. They may get bored quite quickly if you ignore them.*
- ***Remember** that adults in school will look after you and give the support and care you need.*

Use of ICT and Procedures to Counteract Cyberbullying

1. CYBERBULLYING- definition:

Cyberbullying is the use of Information and Communication Technologies, particularly mobile phones and social media, to deliberately embarrass, upset, humiliate, threaten or intimidate another individual. Cyberbullying can involve incidents between pupils or between pupils and an

employee of the school (teaching and support staff), including the bullying or harassment of staff by pupils. Forms of cyberbullying include:

- abusive phone calls
- abusive text messaging
- abusive picture/video clips
- abusive emails
- chat room bullying eg vilification, defamation
- website bullying eg impersonation, peer exclusion
- Sharing of nude / semi-nude images /and or video (also known as youth produced sexual imagery – this may occur in the contexts of abuse such as bullying/cyberbullying. Incidents will be discussed with ERSCP Children's Social Care and the Police, with parents involved as the circumstances dictate following guidance from ERSCP/Police. School sanctions following those in the Rewards and Sanctions Policy will be considered as appropriate.
- 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*this is now a criminal offence.
- The creation, alteration or sharing of AI-generated or digitally manipulated images or recordings designed to ridicule, impersonate, harass or harm another person.

2. GENERAL STATEMENT

Under sections of the *Protection from Harassment Act (1997),* the *Malicious Communications Act (1988), the Computer Misuse Act (1990 regarding hacking),* and the *Communications Act (2003),* it is a criminal offence to send an indecent, offensive or threatening letter, electronic communication, article or telephone message. The school may therefore, in appropriate circumstances, take police advice in an incident involving abusive messaging or photography in using Information and Communication Technology.

The school is also committed to the safeguarding of pupils' welfare, and the school may be obliged to report any suspected child welfare issue to the relevant public authorities eg. ERSCP – LADO/ Social Care or the Police (in particular indecent or sexual images).

SIGNS OF CYBERBULLYING – REFER ABOVE TO THE ANTI-BULLYING POLICY

All staff (teaching and support) should remain vigilant to signs of cyberbullying amongst pupils, and to report their concerns to the pupil's Housemaster/mistress, Head of Division or the Pastoral Director. 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.

3. SANCTIONS ON CYBERBULLYING – GUIDELINES FOR STAFF

(REFER ABOVE TO THE ANTI-BULLYING POLICY)

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, refer the matter to the Head and the Designated Safeguarding Lead, who will contact ERSCP-LADO as appropriate. Refer to the Child Protection Policy.

The general guidelines for staff upon receiving a concern over suspected cyberbullying is to follow those given in the Anti-Bullying policy.

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. Liaison between Housemaster/mistress, Head of Division, Deputy Head (Pastoral) and the Head will occur as appropriate to confirm any sanction or action point.

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 or digital cameras will be confiscated. Contact with parents.
- 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.

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 Head of Department.

The school may also advise any victimised pupil 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 (DFE, July 2023)
and BBP No 15 (2015) for full guidance. See also the Pocklington School Policy on Pupil Involvement with Smoking, Alcohol and Dealing with Illegal and Legal Substances and the Policy for the Use of ICT.

Statutory Guidance for Dealing with Electronic Devices

- *Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.*

- *The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:*

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Also note:
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

1. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

2. There is no legal requirements to make or keep a record of a search.

3. 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.

4. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Advice and a Code of Conduct for students regarding Cyberbullying

The school provides below some useful advice for pupils and parents in using ICT.

- If you feel you are **being bullied** by email, text or online, **do talk** to someone you trust. **Let the school know as soon as possible**.
- **Never send** any bullying or threatening messages.
- **Keep and save** any bullying emails, text messages or images. (Section 3.3.3. DCSF Cyberbullying Guidance)

- If you can, make a **note of the time and date** bullying messages or images were sent, and note any details about the sender.
- **Don't reply** to bullying or threatening text messages or emails – this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't give out** your personal details online – if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't forward** abusive texts, emails or images to anyone. You could be breaking the law just by forwarding them. If they are offensive towards yourself or others, keep them as evidence and don't reply to the sender.
- **Don't** ever give out passwords to your mobile or email account.
- **Remember** that sending abusive or threatening messages is against the law.

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

- Child Protection Policy – section 11: Use of Mobile Phones and Cameras
- Policy for the Use of Information and Communication Technologies, which incorporates the Pupil Acceptable Use Policy (AUP)
- Mobile Phone Use for Students Policy

Advice for 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 much encouraged to speak to a member of staff at the school. In the first instance this might be the Deputy Head (Pastoral), the Head of Lower School (Mrs Samantha Hughes), the Head of Middle School (Mr Innyat Hashim), the Head of Sixth Form (Mr Tim Morris) or Mrs Arriane Morgan, the Designated Safeguarding Lead and Head of Pupil Welfare. For more technical information, to Mrs Helen Alexander (Head of Information Technology) and Mr A Hall (Head of PSHE). Websites providing good advice about cyberbullying can be found at:

www.childnet.com
www.safekids.com
www.thinkuknow.co.uk
www.cyberbullying.org
www.iwf.org.uk
www.besafeonline.org
www.childline.org.uk

Revisions

Reviewed August 2016 (Boarding and Pastoral Coordinator) merging the Anti-bullying and Procedures to Counteract Cyberbullying Policies.
Reviewed March 2017 (Pastoral Director)
Updated December 2017 – Pastoral Director

Updated September 2018 – Pastoral Director
Updated September 2019 – Pastoral Director
Updated September 2020 –Deputy Head (Pastoral)
Updated September 2021- Deputy Head (Pastoral)
Updated September 2022 – Deputy Head (Pastoral)
Updated September 2023 – Deputy Head (Pastoral)
Updated September 2024 – Deputy Head (Pastoral)
Updated September 2025 – Deputy Head (Pastoral)
Updated September 2026 – Deputy Head (Pastoral)

Managing a Bullying Incident: 10 Point Checklist for Pastoral Lead

When dealing with an incident, the pastoral lead should make sure that the following has taken place and has been recorded on CPOMS.

*When recording, as always, include just the relevant **facts** of what has happened (**dates / timings, where, who**), and rationale for any decisions made. Records should only include relevant information.*

CPOMS records of a bullying incident and follow-up include:

1. Details of the incident and how it came to light ☐
2. Pupil accounts ☐
3. Communication with parents ☐
4. Steps taken to support the victim (include ref to support plan / risk assessments if appropriate)? ☐
5. Steps taken to support the perpetrator (s)? ☐
6. Any communications with teachers about the matter ☐
7. What sanctions have been agreed (including rationale) ☐
8. Pupil resolution meetings (if appropriate) ☐
9. Post incident check ins with key pupils (victim and perpetrator) ☐
   (More serious incidents will require repeat check-ins over time)
10. Pastoral lead to review the above and check CPOMS records ☐

- *CPOMS recording, as detailed above, replaces the previous 'Bullying Summary Form'.*
- *Categorisation of bullying incidents (e.g. physical, verbal, cyber, racial, gender related etc.) will be recorded on CPOMS. Themes of concern helps inform education*
- *For full details of the school's approach to managing incidents of bulling, refer to the school's Anti-bullying Policy. The flow chart in the Appendix is helpful.*
- *Being open with pupils about the process, including support, sanctions and how we record incidents can be helpful and should be reassuring for pupils and parents alike.*

Remember – Heads of Division, AM and MJD will be aware of all bullying incidents and will offer advice and suggest action. Liaise with DSLs should you have any questions or concerns.

Flow Chart of Actions for Dealing with Bullying Incidents

Bullying Incident suspected by staff member/ disclosed to staff member.

Report:

- Report it promptly to (any one of the following):
- Relevant Housemaster/mistress (HoM); Head of Division (HoDiv); Deputy Head (Pastoral) or the DSL
- *The DSL must always be made aware of any suspected or confirmed instance of bullying.

CPOMS

- HoM / Pastoral Lead logs bullying incident on CPOMS. DSL oversees allocation of support team for incident / concern.
- Appointed pastoral lead to ensure all relevant actions /details are added to CPOMS.

Investigation:

- HoMs (in consultation with HoDiv) lead investigation to establish: 'who, when, where, what'.
- Alleged victim(s) and alleged perpetrator(s) must be listened to sensitively /impartially.
- Interviews conducted separately. Consider having 2 members of staff present where it may be appropriate.

Liaise with Deputy Head (Pastoral) or Designated Safeguarding Lead as appropriate. 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.

Comms: Consider who may need to know: e.g. Tutor/ Subject Teachers / Boarding

Comms: Consider contacting parents to inform them of discussions and findings.

Sanctions:

- Depending on severity of incident, liaise with HoDiv/Dep Head (Pastoral) / DSL.
- Makes sure sanction recorded (Class Charts/CPOMS).

Support & Review:

- Consider face to face meetings with parents / children - important in more serious cases.
- Consider meetings to encourage resolution between perpetrator /victim wherever possible.
- Record support / education in place for victim and perpetrators.
- Review meeting for serious incidents: After investigation conclusion and any agreed action plan (chaired by pastoral lead with relevant staff.
- See Pastoral Lead Checklist and check CPOMS for recording.
- Serious incidents to have second review: DSL to raise at PMG to check progress / resolution of issue. (e.g. 4 – 6 weeks after incident, contact with relevant pupils /parents)