

Highfield Brookham

Anti-Bullying Policy

Including Pupil Safety on the Internet and Anti-Cyberbullying

Highfield and Brookham School has a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with:

- Children Act 1989
Keeping Children Safe in Education (September 2025 [KCSiE])
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)
- Boarding Schools – National Minimum Standards (April 2015)
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014

And that we promote the welfare of all children in our care.

Aims and Objectives

- To ensure that everyone at Highfield and Brookham has an awareness of, and sensitivity to bullying and that appropriate measures are taken to support the victim and reform the perpetrator.
- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

Definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic, LGBT+, disability, special needs or cyber related bullying, it can target a child because they are adopted or a carer. Bullying can be motivated by prejudice. It can occur both in and outside school. It could involve physical (including sexual) intimidation, verbal, the use of prejudice based and discriminatory language, cyber (including social network sites like Snapchat, chat rooms, email, e-photos and SMS messages/texts by mobile phone), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating.

Bullying is behaviour that is repeated over a period of time (although it may be necessary to take action as detailed in this policy in response to a single incident) which makes other people feel uncomfortable or

threatened, whether this is intended or not. There are many different sorts of bullying, but the four main types are:

Physical – hitting, kicking, pinching, shoving, damaging, taking or hiding someone else's belongings, including money.

Verbal – name calling, teasing, insulting, using prejudice-based and discriminatory language, threatening, writing unkind notes, hand written or through use of email, misuse of mobile phones and Internet social networking websites.

Psychological– being unfriendly, deliberately leaving people out, tormenting, spreading rumours, nasty looks, gestures etc.

Cyberbullying – Repeated bullying that occurs in an online space. See HIGHFIELD AND BROOKHAM SCHOOL POLICY REGARDING PUPIL SAFETY ON THE INTERNET INCLUDING POLICY ON ANTI-CYBER BULLYING below.

The Seriousness of Bullying

Bullying may involve actions or comments that are racist, homophobic, or which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

We acknowledge that if bullying is left unaddressed it can have a devastating effect on individuals, causing psychological damage. It can be a barrier to their learning and have serious consequences for their mental health not only in childhood but also into adulthood.

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the school premises such as on school or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

Guidelines for Staff

Bullying and the seriousness with which the school views incidences of bullying should be thoroughly discussed as part of the PSHE programme, Wellbeing lessons, Assemblies, and in Form Periods at Highfield. The same is true at Brookham, where Circle Time and Tree Family periods are also used. Bullying may also be a topic covered during an Assembly, drama sessions or through stories and literature. Pupils should be made aware of what action to take if they become a victim and that they cannot beat bullying single-handed. They should be told to tell someone; a teacher, a peer listener or a parent for example. In the boarding areas and near the telephones at school are posters displaying the various people that a child can talk to, in addition to the telephone number for Childline. This information is also contained in the Boarding Policy Document. Children who wish to talk about bullying must always feel they are being taken seriously and be given the opportunity to explain how the situation is affecting them.

An awareness of the nature of bullying will be raised through staff discussion (e.g. highlighting areas where bullying may occur), staff training, Chapel services, PRE. lessons, drama, philosophy and PSHE lessons. Pupils should be regularly reminded of our expectations of them under our agreed Behaviour Policy. Pupils should understand that there are potentially very serious consequences for those involved in bullying, including exclusion.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- 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)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the San 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, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Child- on Child Abuse

KCSiE (2025) makes it clear that bullying can form part of child- on- child abuse. There is a zero-tolerance approach to child-on-child abuse at the school and a culture of challenging any form of this is in place. All staff understand that 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, 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. All staff understand that they should contact a member of the Safeguarding Team if they have any concerns of child-on-child abuse.

Procedures to Follow

(a) Who deals with the incident?

If the incident is minor and apparently a ‘one-off’ the member of staff should deal with the case accordingly. However, if it becomes clear that the incident is part of a pattern, he/she should deal with the problem according to the school’s agreed policy. They should raise awareness of other staff, especially the pupil’s Form Tutor. If the incident is serious, e.g. physical harassment, intimidation, etc., it should be brought to the attention of the Deputy Head (Highfield) in the first instance and then the Head, if the incident is considered sufficiently serious.

CPOMS is used to record incidents, events or patterns of behaviour that cause concern, but that are not deemed to be bullying. This is a method of offering early help and prevention to both potential victim and bullying. The parents of both are made aware when such a concern is recorded. In all cases of bullying at Highfield, an Incident Form should be completed and passed to the Deputy Head who will discuss this with the Head. At Brookham, incidents should be recorded directly onto CPOMS with the Deputy Head and Head tagged.

(b) How should the incident be dealt with?

- Reassure the victim and deal with the bully (as necessary).
- Remain calm, take the incident or report seriously, discuss with the victim why it started and the history of the situation, etc.
- Complete an Incident Form.
- Take action to diffuse the problem as quickly as possible.
- Think whether your action needs to be private or public.

- The parents of both the victim and the bully will be informed on all occasions when an Anti-Bullying Incident Form is completed.
- Reassure the victim.
- Offer concrete help, advice and support to the victim.
- Make it plain to the bully that you disapprove of his, or her, actions.
- Encourage the bully to see the victim's point of view.
- Ensure consequences are in place for the bully if you have to.
- Secure an agreement from the bully to improve his/her behaviour and avoid a repetition of such behaviour.
- The bully should give a written undertaking on a sheet of paper to be attached to the Incident Form that he will not repeat his behaviour and sign it (differentiated according to ability). The bully will receive constructive support to enable them to understand the behaviour expected of all pupils (with reference to the Pupil Code of Conduct or Golden Rules), what behaviour is unacceptable, and to learn that good behaviour is a better way. The bully must be reminded that he/she must take no retaliatory action against the victim.
- Agree a review date with the victim and add this to the Incident Form or CPOMS entry as appropriate, pass a copy of the Form to the Highfield Head or tag the Brookham Head to any CPOMS entry.
- Continue to monitor the well-being of the victim and the behaviour of the bully. Meet the victim on the review date to determine whether the bully has stopped his/her behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Deputy Head if the bullying has continued. The Deputy Head or Head will then take appropriate action.

It should always be acknowledged that some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

(c) Sanctions that might be applied

Sanctions may range from a verbal warning to one of the school's sanctions (i.e. PoR or IOU), even ranging up to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's record with reference to bullying.

The aim of sanction is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting him/her to recognise the harm caused and to deter him/her from repeating the behaviour.
- Demonstrate to the school's community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.

(d) Threshold for Reporting Incidents of Bullying to External Agencies

In all cases of bullying, cyber-bullying and bullying outside school, staff must follow the school's reporting procedures and ensure the Head and Deputy Head (also the DSLs) are aware of such incidents. When there is reasonable cause for the Head and Deputy Head to believe that the child/children is/are suffering or likely to suffer significant harm, they will report the incident to outside agencies, such as the police or children's social care.

When there is abuse of one or more pupils against another pupil this incident should be treated as a safeguarding/child protection concern and the Safeguarding Policy should be followed. If a crime has been committed, or there is likelihood of a crime being committed and/or the bullying is of sufficient seriousness the school will refer the matter on to external agencies (such as police/ children's social care) whilst supporting the child/children in school, wherever possible. A bullying incident will 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.

The school Behaviour Policy is central to the school's stance against bullying.

Date policy implemented September 2004

Reviewed by PGSE/SEWB May 2018

Reviewed by PGSE / SEWB / AK May 2019

Reviewed by PGSE/SEWB/AK September 2020

Reviewed by PGSE/SEWB/ADJB September 2021

Reviewed by SC/SEB/GHU/ANBA September 2022

Reviewed by VL/GH July 2023

Reviewed by VL/GH July 2024

Reviewed by VL/GH July 2025

Next review date: July 2025

Highfield and Brookham Incident Form

DATE:

NAME:

D.O.B.:

Who upset you?

.....

.....

Is she/he or are they older/younger/same age as you?

.....

How did he/she/they upset you? Did he/she/they:

1. Call you names?

2. Make rude comments about your size/ sporting ability / habits/ academic achievements / family?

3. Take something that belonged to you?

4. Make you frightened?

5. Turn others against you?

6. Do something else?

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Where does it generally take place?

1. In the dormitory?

YES/NO

(A) In the morning

YES/NO

(B) In the evening

YES/NO

2. In class?

YES/NO

Whose class particularly?

.....

.....

3. Between lessons / lunchtime?

YES/NO

Where?

.....
.....

How often does it happen?

- (A) Several times a day? (B) Once a day? (C) 2-3 times a week? (D) Once a week ?
(E) Less than once a week?

How long has it been going on?
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Have you told anyone about it before? YES/NO

If yes, what happened?

.....
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.....

If no, what prevented you telling?
.....

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.....

How do you think you can prevent it from happening again?
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.....

Signature of Pupil:

ACTION:

.....
.....
.....
.....

Review Date:

Signature of Adult:

PGSE, SEWB, CS, JT

September 2016

Reviewed by PGSE/SEWB/CS/ May 2018

Reviewed by PGSE/SEWB/AK May 2019

Reviewed PGSE/SEWB/AK September 2020

Reviewed PGSE/SEWB/AK September 2021

Reviewed by SC/SEB/GHU/ANBA September 2022

Reviewed by GH/VL/MVdB August 2024

Reviewed by VL/GH/MvDB August 2025

Highfield and Brookham School Policy on Pupil Safety on the Internet and Anti-Cyberbullying Including Provisions for the Early Years Foundation Stage (EYFS)

1. Introduction

This policy outlines the measures in place to safeguard all pupils at Highfield and Brookham School, including those in the Early Years Foundation Stage (EYFS), from potential risks associated with internet use, with a particular focus on preventing and addressing cyberbullying. It supports the school's broader safeguarding and child protection responsibilities and anti-bullying policy.

2. Aims

- To ensure pupils use the internet safely and responsibly.
- To educate pupils on digital citizenship, including respectful online behaviour.
- To prevent and respond effectively to all forms of cyberbullying.
- To provide clear guidance for staff, pupils, and parents.
- To embed online safety within the curriculum, including the EYFS.

3. Scope

This policy applies to all staff, pupils, volunteers, and directors who access the internet via school systems or devices, or when representing the school in any capacity online.

4. Roles and Responsibilities

4.1 Headteacher & Deputy Head Pastoral

- Ensure the implementation of the policy.
- Report serious incidents to the school directors and appropriate authorities.

4.2 Designated Safeguarding Lead, Deputies and IT Department

- Lead responsibility for online safety.
- Liaise with other agencies and provide support to staff and pupils.
- Monitor the filtering and monitoring software and test it is being implemented correctly.

4.3 Staff

- Monitor pupil internet use during school hours, ensuring that pupils only use devices when given explicit permission and in clear sight of staff.
- Model appropriate online behaviour.
- Report concerns to the DSL/DDSL

4.4 Pupils

- Follow the school's Acceptable Use Agreement.
- Report any concerning or harmful online content or interactions to a trusted adult.

4.5 Parents/Carers

- Encourage safe use of the internet at home.
- Report incidents or concerns to school staff.

5. Online Safety Measures

- **Filtered Internet Access:** All devices accessing the internet via the school network are filtered and monitored. This system sends instant alerts to members of the safeguarding team and provides reports on misuse. These are investigated and reported on via CPOMS
- **Monitoring Software:** All pupil devices have Smoothwall monitoring software installed, which monitors both on and offline activity. This system monitors using keystroke, so flags any concerns to the safeguarding team. These are investigated and reported via CPOMS.
- **Supervised Access:** Pupils always use the internet under adult supervision in school. Boarders use devices during supervised Prep and these are handed in at 6.30pm. No devices are allowed in the boarding houses.
- **Curriculum Integration:** Online safety is taught across subjects and revisited regularly, including in Digital Literacy lessons, PSHE, during assemblies and focus weeks.
- **Acceptable Use Policies:** All pupils (and parents for younger children) must sign an age-appropriate agreement.

6. Anti-Cyberbullying Policy

Cyberbullying

Cyberbullying is the use of digital technology to cause harm, including harassment, intimidation, or humiliation. This includes the misuse of Artificial Intelligence (AI) tools to generate or spread harmful content. Examples of cyberbullying include:

- Sending threatening or abusive messages via email, messaging apps, or social media.
- Spreading rumours online, including using AI-generated text or images to fabricate false narratives.
- Sharing embarrassing images or videos without consent, including deepfakes or AI-altered media.
- Excluding someone from online groups or activities, such as group chats, gaming platforms, or collaborative tools.
- Using AI to impersonate someone, mimic their voice or image, or create misleading content intended to embarrass or deceive.
- Automating harassment through bots or AI-driven messaging systems.

The school takes all forms of cyberbullying seriously, including those involving AI. Any incidents will be investigated and addressed in line with the school's safeguarding and disciplinary procedures.

6.1 Prevention

- Regular lessons and assemblies promoting respectful digital communication.
- Teaching pupils how to block, report, and respond to inappropriate content or behaviour.
- Promoting a culture of kindness and respect online and offline.
- Pupil Voice is heard through surveys, pupil council and Y8 pupils within the Pupil Leadership Team (PLT), the school responds to feedback to ensure their experiences help shape policy updates and teaching and learning.
- Children receive dedicated lessons on the topic of cyberbullying in an age-appropriate way.

6.2 Reporting and Responding

- Pupils are encouraged to report cyberbullying to any trusted adult.
- All reports will be taken seriously, investigated, and recorded.
- Where appropriate, parents will be informed.
- Sanctions will be applied according to the school's Behaviour Policy.
- Support will be provided to victims and, where possible, to address the behaviour of those responsible.
- Further education may be needed

7. Specific Provision for the EYFS

Young children are introduced to technology in a highly supervised and age-appropriate way:

- **Supervised use** of tablets or computers, with child-friendly educational content.
- Use of **simple e-safety stories and activities** to build awareness (e.g., "Smartie the Penguin," "Jessie & Friends").
- Staff model safe and respectful use of technology.
- Parents are given guidance on setting up safe digital environments at home.
- EYFS staff work closely with the DSL to monitor emerging concerns and support early intervention.

8. Staff Training

- All staff receive regular training on online safety, safeguarding, and identifying signs of cyberbullying.
- EYFS staff are given specific training on age-appropriate digital safety practices.
- All staff receive safeguarding training identifying types of bullying

9. Monitoring and Review

- Online threats evolve rapidly. This policy is reviewed annually and accounts for emerging risks, such as AI-generated harmful content, deepfake scams, or newer social media dangers.
- Incidents are monitored to assess the effectiveness of the policy and update practice accordingly.
- Feedback from staff, parents, and pupils will be considered in each review.

10. Links to Other Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Acceptable Use Policy
- Anti-Bullying Policy
- Data Protection Policy
- EYFS Policy
- AI Policy

Reviewed by VL/GH/MVdB/RD September 2025

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