LAMBROOK

NURTURING
POTENTIAL
SINCE 1860

Anti-Bullying Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

April 2025   Review Date: April 2026

Contents

Lambrook School – Our Purpose

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

Inspiring
Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

Nurturing
Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

Providing
Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

Preparing
Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

Equipping
Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

Part A: Definitions and Understanding

Purpose and Aim

Lambrook School is committed to providing a caring, friendly and safe environment for all of its pupils so they can learn in a relaxed and secure atmosphere.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly, sensitively and effectively. Lambrook recognises that both the child exhibiting bullying behaviour and the child who is the target of bullying behaviour need intervention and support.

If bullying does occur, all pupils should be able to inform and understand that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

This policy aims to make clear what constitutes bullying, what can be done to prevent it and how incidents should be dealt with; including sanctions and support for victims of bullying. Bullying should also be considered in the context of Child on Child abuse, refer to the Safeguarding Policy for further information on how Lambrook deals with these incidents.

This document should be read in conjunction with the following policies and documents:
- DfE guidance 'Keeping children safe in education' (2024)
- DfE Statutory Guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)
- DfE Advice for Schools: 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018)
- Statutory Framework for the Early Years Foundation Stage (2024)
- DfE non-statutory guidance: 'Behaviour and Discipline in Schools' (2022)
- Advice for parents and carers on cyber bullying (2014)
- The Equality Act (2010)
- Part 3, paragraph 10 of the Independent School Standards (2014)
- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for Headteachers and School Staff (2014)
- Cyberbullying Guidance- Childnet
- ICT and Acceptable Use Agreement Year 3 & 4
- ICT and Acceptable Use Agreement Year 5-8
- ICT and Acceptable Use Agreement Staff and Governors
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- PSHE Policy
- Online Safety Policy
- Whistleblowing Policy
- RSE Policy
- Staff Code of Conduct

Definitions

Lambrook define bullying using the published ABA definition. Bullying is: '*the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*'

Examples of bullying include:

Types of bullying	Examples
Physical	Pushing, kicking, hitting, spitting or any use of violent or physical intimidation.
Verbal	name-calling, mocking, goading, teasing, shaming, spreading rumours, insensitive jokes, humiliating, criticising, threatening, shouting at or speaking aggressively...
Emotional	excluding, ignoring, gaslighting, mocking, being unfriendly, tormenting or goading.
Sexual	unwanted physical contact, sexually abusive comments, spreading sexual rumours, harassing someone, making sexual jokes or comments about someone, public-shaming someone for their relationships, making sexual comments or gestures, sending sexually explicit messages, upskirting, sharing inappropriate sexual videos or pictures.
Racist	name-calling, teasing or humiliating someone using racially offensive language, making run of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, food, excluding someone because of their ethnicity, damaging property, offensive graffiti or racist symbols, physical attacks, racist jokes, bringing in racist materials to school
Homphobic	name-calling, teasing, physically hurting them because of their sexuality, inappropriate sexual comments or gestures, refusing to work or cooperate with someone because of their perceived sexual orientation, making nasty comments about a person online, mocking or imitative someone's voice, mannerisms, making comments about a person's gender or sexuality that deliberately makes them feel uncomfortable.
Cyber	sending offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment that makes someone fear for their safety

This list is not exhaustive but gives clear examples of behaviour that should be challenged and would be considered bullying behaviour. The school community is also aware that it is against the law to discriminate against anyone because of a protected characteristic.

Protected Characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Child on Child abuse would be considered bullying behaviour.

Banter

A common excuse for bullying is passing it off as "banter". Banter is only acceptable when the feeling of playfulness is mutual between the victim and the aggressor. Banter is to be regarded as bullying if students are repeatedly 'joking' with an individual, who is not included in the joke. If the victim is repeatedly feeling under attack and inferior, this is bullying and it needs to be stopped.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups.

These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Impact of Bullying Behaviour

Bullying behaviour is always unacceptable and will not be tolerated at Lambrook because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- It interferes with a pupil's right to be secure and happy in their environment and consequently their ability to perform to their potential in all areas of School life.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.
- It must be appreciated by all that bullying can lead to long-term psychological damage and even suicide.

Intention

Not all unkind behaviour, *particularly* amongst younger children, is deliberate or intended to hurt. It is important to try to understand the intention behind the behaviour as well as the social and emotional intelligence and development of the children involved. While all forms of bullying are equally unacceptable, it is important to note that these children may need

explicit support around simple social interactions and behaviours. This may be particularly relevant to children with ACEs and children with SEND, whose individual needs should be addressed when investigating a bullying concern, whether as the child who has been bullied or the child displaying bullying behaviour.

Responsibility

It is everyone's responsibility, whatever the circumstances, to challenge bullying behaviour. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because they are new to the School, or because a child is adopted or is a carer, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by another child. Staff and pupils are taught to be upstanders, to challenge and report unkind behaviour when they see it and receive regular reminders that safeguarding is everyone's responsibility and that we work together to uphold the values of our community so that Lambrook is a safe and happy place for everyone.

Safeguarding

A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Where this is the case, the school's Designated Safeguarding Lead (DSL) will follow the school's safeguarding procedures and will not investigate further before advice has been sought from Children's Services and/or the police.

- The school also understands that a child exhibiting bullying behaviour may be an indicator that he/she is experiencing abuse and/or being bullied.
- Any allegations against staff bullying children will be handled following guidance in the DfE statutory guidance 'Keeping Children Safe In Education' and the Lambrook Child Protection and Safeguarding Policy.
- The Headmaster reserves the right, to such extent as is reasonable, to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. This includes the inappropriate use of technology.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Lambrook recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Lambrook will treat any use of AI to bully pupils in line with both our Anti-Bullying and behaviour policies

Part B: Anti-Bullying Culture & Systems

Our Approach

Our systems for preventing, detecting and dealing with bullying are designed to operate:
   a. *Vertically*, through the House system and all year groups.

b. *Horizontally*, within tutor groups, year groups and in the classroom and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

Staff Training
Staff have regular training updates on bullying behaviour and anti-bullying strategies as part of their safeguarding training. New staff have anti-bullying induction. Additional training is shared each year during anti-bullying week. Staff have an awareness of the risks and indications of child abuse and bullying, and how to deal with cases; first aid, counselling and nurturing skills and where to seek support.
For example: https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training

Peer Mentors and Pupil Training
Each year, Peer Mentors are trained to support other pupils in the school and they undergo training through the Diana Award. Pupils are taught about the signs and risks of bullying behaviour as well as strategies to challenge and report.

Appropriate Supervision
Ensuring all children but particularly younger children, are appropriately supervised at times where unkind behaviour could occur, is important. See Supervision Policy.

Positive Behavioural Expectations embedded in the School's Culture
Through regular assemblies, tutor times, role-modelling, school talks, PSHE & RSE lessons, anti-bullying week, culture and behavioural expectations in and out of the classroom, children understand the need to be kind and also stand up to unkindness.

Pastoral Leaders Group (PLG) and Safeguarding Meetings
Meetings of Pastoral Leaders Group and Safeguarding Meetings with the DSL and DDSL's with regard to safeguarding, welfare and pastoral matters address concerns around unkindness and poor behaviour. Pupil action plans are created that include interventions and support for all parties. Relevant staff are alerted to particular groups where additional vigilance and support is needed.

Feeling Safe
A culture of feeling safe around all areas of school is created by staff and pupils challenging unkind or unsafe behaviour even when very low-level or nuanced. Pupils have a thorough induction when they arrive at the School and are allocated a guardian or 'buddy' to support them in their initial weeks. Staff build nurturing relationships with pupils so that children feel safe and feel they can talk to a trusted adult in school should they ever need to.

Annual Anti-bullying Week
All pupils take part in events each year to promote kindness, support behaviour and develop understanding around bullying.

Relationships Education
All pupils have relationships education as part of Wellbeing, where they learn about healthy and positive relationships, consent, kindness, coping strategies. They learn about what bullying is, types of bullying include online bullying and about strategies to stand up for themselves and their peers.

Equal Opportunities

In School, discriminatory words and behaviour are treated as unacceptable. Positive attitudes are fostered towards both sexes through the curriculum and tutorials and diversity and inclusion is celebrated.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Local Authority to help us to do this effectively.

Safeguarding

Safeguarding is everyone's responsibility. This message is reinforced throughout the School.

Staff

Through their training and experience, members of the staff are expected to promote an Anti-Bullying culture by:

- Acting as advocates of pupils
- Following school supervision procedures
- Challenging poor or discriminatory behaviour at the lowest level
- Contributing to building and maintaining a school ethos which is welcoming, supportive and inclusive of all students and staff
- Celebrating achievement
- Promoting pupil wellbeing and ensuring the safeguarding of all pupils at school
- Behave with respect and fairness to all students
- Observe and implement the school's Anti-Bullying Policy
- Model positive attitudes and relationships in line with guidance in the Staff Code of Conduct
- Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling excellent behaviour and the values expected of Lambrook staff
- Sanctioning fairly
- Making opportunities to listen to pupils

Members of staff are vigilant at all times but particularly in areas identified as less formal such as the dining room, changing areas, communal areas, transition between lessons, on transport and in the playground.

Pupils

Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated. They should aim to participate fully in activities that raise awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied. They are encouraged:

- To celebrate the effort and achievement of others

- To hold and promote positive attitudes
- To be inclusive, learn to work together with others and invest in positive relationships
- To feel able to share problems with staff
- To turn to anyone they trust if they have a problem
- No to feel guilty about airing complaints
- To treat meals and break times as pleasant social occasions

All members of the School Community, including parents

Our expectation of all members of the Community is that:
- Everyone will uphold the ethos of the school
- A pupil or a member of staff who witnesses or hears of an incident of bullying will report it
- A complaint of bullying will always be taken seriously
- No one in the School community will tolerate unkind actions or remarks or stand by when someone else is being bullied

Complaints and Concerns

A pupil who is being bullied should complain without delay and can do so in several ways:

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LAMBROOK

Who can I talk to?

| Your Parents | Tutors | Teachers | Boarding Staff | Sports Coaches |
| Matrons | School Counsellor | Office Staff | Any Trusted Adult |

talk

Talk to someone from the Pastoral Team

Mr Marland / Mrs Farrar / Mrs Maheady / Mr Whitmell / Mr McKegney / Miss Edrich / Mrs Ford / Mr Bowden / Mrs Shuttleworth / Mrs Sayer / Miss Papps / Mrs Bayldon-Pritchard / Mr Hogg / Mr Grant / Mr Savage / Matrons

Sometimes it is easier to share a worry by writing it down

Email: welisten@lambrookschool.co.uk or
safeguarding@lambrookschool.co.uk

email

You can access emails from the Lambrook Portal

phone

You can call any of the following:

Lambrook's Independent Listener, Mrs Gilbert: 01344 882717
Childline: 0800 1111
NSPCC: 0800 136 663
The Children's Rights Commissioner: 0800 5280731
The Bracknell Forest Multi Agency Safe-guarding Hub: 01344 352005

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If another pupil is concerned for a peer, they should also report this to a trusted adult. Should parents have a concern that their child is a target for unkind or bullying behaviour, they should inform the child's tutor and Head of Pre-Prep, Head of Lower, Middle or Upper School and Head of Pastoral Care, giving examples or evidence where possible.

Part C: Procedures for Dealing With Bullying

Record Keeping & Monitoring
Staff maintain records of the welfare and development of individual pupils. Any reporting of unkindness or alleged bullying concerns are entered on to CPOMS.

Where there is evidence of bullying, the DSL also records these Bullying behaviour log. Any allegation of bullying type behaviour is raised at the weekly Safeguarding meetings and actions put in place to support all concerned

See Annex 3 for the Anti-Bullying procedural flowchart.

- All bullying and alleged bullying incidents will be recorded by staff on CPOMS to enable patterns to be identified and communicated in the Pastoral Leaders Group, chaired by the Head of Pastoral Care;
- Incidents of bullying are recorded on the school bullying log. These accounts are then reviewed by the Head of Pastoral Care.
- Parents, Tutors, Heads and Assistant Heads of School should be informed wherever necessary and/ or appropriate;
- The bullying behaviour and threats of bullying must immediately stop;
- An attempt will be made to support the perpetrator change their behaviour, this will include reflection work on the impact of their behaviour, possibly with the victim and perpetrator together. The consequences of the perpetrator's actions on the victim will be fully explained to the perpetrator. Both parties should be clear that a repeat of these behaviours will not be acceptable. The perpetrator will offer an apology and other appropriate sanctions may take place. Whenever possible, the pupils will be reconciled. Restorative practice work will take place with staff in an effort to repair the relationship.
- In serious cases, suspension or even exclusion will be considered. If necessary and appropriate, police will be consulted - see the school Safeguarding Policy for child on child abuse
- In the Pre Prep ,a culture of kindness and respect is promoted and the children are encouraged to show consideration in all that they do. It is rare for unkind behaviour to be deliberate, repetitive and intended to hurt. However, should this be the case the school's anti bullying procedures are followed.

The Head of Pastoral Care will maintain overall responsibility for ensuring that that the procedures are followed in a timely fashion and will liaise with the Deputy Head and/or Headmaster on a regular basis to keep them updated on the progress of reported incidents.

Support for Victims
Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a tutor, matron, school counsellor or staff of their choice
- Reassuring the pupil
- Offering ongoing support through regular informal meetings
- Restoring self-esteem and confidence
- Encouraging other close friends to look out and provide support
- Programme of support to restore relationship
- Highlighted in the Pastoral Leaders Group and the weekly staff meeting
- Communication sent out to staff to allow for ongoing support across the school day

Sanctions
As each incident of bullying is investigated and managed on an individual basis, below is an indication of the sanctions that we follow. However, this will vary on a case-by-case basis

according to staff knowledge of pupils and other circumstances. Parents will be informed at an appropriate stage during this procedure.

a. Any pupils involved in the incident are talked to individually and notes taken. This may be done by any appropriate member or members of staff. The tutor, Head of School, and Head of Pre Prep will be informed along with the Head of Pastoral Care. The accounts will be reviewed by the Head of Pastoral Care.
b. Depending on the severity of the allegation an attempt will be made to reconcile those involved. If the matter cannot be resolved, the Head of School will take over the investigation.
c. The pupil accused of bullying is given the chance to apologise and understand the impact their behaviour has had. Depending on the severity of the incident sanctions may well be imposed (see below).
d. If the bullying is repeated then further sanctions will be imposed and parents informed and met with by the Head of Pastoral Care. The Deputy Head and the Headmaster will be involved as required.

The Headmaster, Deputy Head and/or Head of Pastoral Care should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Sanctions are to be used as effectively as possible against the individuals involved.

The following disciplinary steps can be taken (see Behaviour Policy for levels of sanctions).

- Official warnings to cease negative behaviour
- Regular meeting with the Head of School and /or the Assistant Head of School. The Head of Pastoral Care will meet with the pupil if there is no change in behaviour
- Behavioural Detention
- Monitoring Cards which may lead to:
    - Exclusion from certain areas of school premises or activities
    - Internal isolation
    - Minor fixed-term suspension
    - Major fixed-term suspension
    - Permanent exclusion

The Lambrook Exclusion Policy has further information on permanent exclusions.

The Role of Counselling

Counselling may form an important part of any bullying case, both for the perpetrator and the victim. Staff should seek guidance from the Head of Pastoral Care as to the use of counselling in cases of bullying.

Roles and Responsibilities

Lambrook has also developed this Anti-Bullying Policy, a copy of which is on the school website for parents, staff and pupils to access.

Every member of staff has a responsibility to protect the pupils from acts of bullying. They must know and understand the policy and procedures, be vigilant and alert to any indications of bullying, and be scrupulous in dealing with and reporting any incident in accordance with

the policy. However, in addition, there are key people with specific responsibilities for Anti-Bullying.

The Headmaster
The Headmaster is responsible to the Board of Governors for the effectiveness of Lambrook's Anti-Bullying policy, strategies and procedures. He will:
Determine the strategies and procedures for preventing or countering incidents of bullying;
Ensure that all members of staff involved with a case of bullying have the opportunity to discuss strategies and review them;
Discuss development of the strategies with the Senior Leadership Team
Ensure appropriate training is available, and that staff know their legal responsibilities;
Ensure that the School's Anti-Bullying procedures are brought to the attention of all staff, parents and pupils.

Designated Safeguarding Lead
The Head of Pastoral Care, Mr Ed Marland, is the Designated Safeguarding Lead (DSL) with responsibility for co-ordinating the implementation of the Anti-Bullying policy, strategies and procedures. He will:
- Be responsible for the day-to-day management of the School's Anti-Bullying policy;
- Ensure that there are positive strategies and procedures in place to help both the bullied and those involved in bullying behaviour;
- Keep the Headmaster informed of any incidents;
- Ensure that any allegations of bullying are appropriately dealt with, in a timely manner.
- Arrange staff training to raise awareness in order to reduce the risk of bullying at times and in places where it is most likely;
- Determine how best to involve parents in the resolution of individual problems;
- Ensure detailed records are logged on CPOMS to see patterns and to evaluate the effectiveness of approaches adopted to deal with bullying;
- Follow up proven cases to check that bullying has not returned;
- Bring in specialised help when required;
- Ensure all pupils know how to report bullying.
- Where an alleged incident meets or appears to meet, the threshold for significant harm, then the Safeguarding and Child Protection Policy will apply and be involved.

Monitoring, Evaluation and Review
- Monitoring and review will be undertaken by the Head of Pre Prep and Head of Pastoral Care for the time that the child remains at Lambrook.
- The school will undertake an audit of 'hot spots' in the school, the grounds and any off-site facilities to identify areas and times where children feel vulnerable or at risk.
- The school will regularly evaluate and update their approach to take account of developments in technology, for instance updating "acceptable use" policies for computers
- All reported cases of bullying will be recorded, including online bullying, and the Head of Pastoral Care will keep records confidential and secure.
- The Head of Pastoral Care will report to the Senior Leadership Team at the end of the academic year on the number and type of cases recorded and the trend of cases over the previous year.

- The Anti-Bullying Policy will be discussed, monitored and reviewed on a regular basis.
- The school may exclude a pupil, temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the perpetrator does not result in the modification of behaviour to an acceptable level.
- A regular school survey will anonymously record the pupils' views on bullying within the school.

Cyber bullying

Introduction

Lambrook believes that everyone in our school community has the right to learn in a supportive, caring and safe environment without fear of being bullied. As with all types of bullying, the Designated Safeguarding Lead is responsible for pupils' online safety. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person. Pupils are not allowed mobile phones in school and must comply with the Acceptable ICT Use Policy. If we find that a pupil's wellbeing is compromised by cyber bullying which has taken place outside school, we will take the appropriate action to help that pupil in line with our Anti-Bullying and Behaviour Policy. This may mean contacting other parents if we find their child is involved.

What is Cyber bullying?

Cyber bullying is the use of mobile phones, laptops and the Internet, deliberately to upset or intimidate someone else. Technology allows the user to target individuals, possibly anonymously or from an unknown location, 24 hours a day, 7 days a week. Online-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Lambrook School Procedures

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually.

In cases of cyber bulling, as with all bullying, the procedure will fall under the Anti-Bullying policy. Pupils are taught within tutor/form time, IT and Wellbeing lessons how to:

- understand how to use these technologies safely and know about the risks and consequences of misusing them.
- know what to do if they or someone they know are being online-bullied.
- appreciate the upset, distress and unhappiness that cyber-bullying causes.
- report any problems with online-bullying to teachers or parents.

Lambrook School:
- has an Online Safety Policy for pupils that includes clear statements about online communications, online safety and behaviour
- uses a variety of security tools to ensure that the programs and websites most frequently used for cyber-bullying are unavailable on the school network
- provides information for parents on: e-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum and holds internet safety seminar evenings on a regular basis
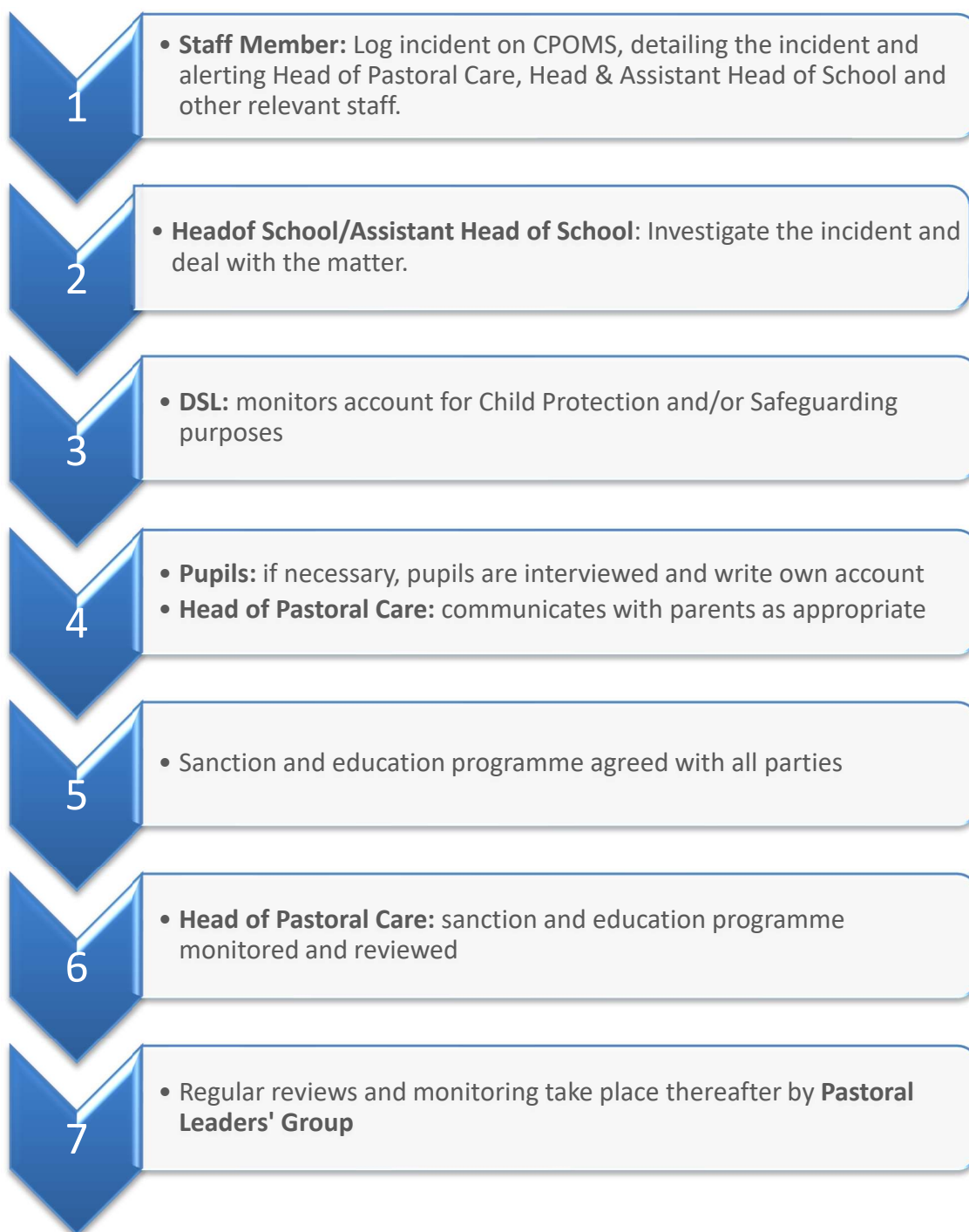
- gives support for parents and pupils if online-bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence
- has a clear disciplinary framework for dealing with any behavioural issues. Once the person responsible for cyber bullying has been identified, the school will take steps to change their attitude and behaviour as well as ensuring access to any support that is needed.

Advice to pupils (whether at school or elsewhere) who are victims of cyber bullying:
- Remember, bullying is never your fault. It can be stopped and it can usually be traced
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. Don't retaliate or return the message. If you show that you are angry, it will only make the person bullying you more likely to continue
- Don't give out your personal details online – don't give out information about where you live, the school you go to, your email address etc. Your friends already know all of this
- Keep and save any bullying emails, text messages or images. Then these can be used as evidence

Appendix A: Lambrook School Anti-bullying Flowchart

- **This document is for quick reference only**
- **Please refer to Anti-bullying Policy for more detail**
- **The Child Protection ann Safeguarding Policy must also be referred where Child on Child abuse may be suspected**

1 • **Staff Member:** Log incident on CPOMS, detailing the incident and alerting Head of Pastoral Care, Head & Assistant Head of School and other relevant staff.

2 • **Headof School/Assistant Head of School**: Investigate the incident and deal with the matter.

3 • **DSL:** monitors account for Child Protection and/or Safeguarding purposes

4 • **Pupils:** if necessary, pupils are interviewed and write own account
• **Head of Pastoral Care:** communicates with parents as appropriate

5 • Sanction and education programme agreed with all parties

6 • **Head of Pastoral Care:** sanction and education programme monitored and reviewed

7 • Regular reviews and monitoring take place thereafter by **Pastoral Leaders' Group**

Appendix B: Environments for Bullying

Peter Stephenson and David Smith[1] produced a list of what was needed to ensure a perfect environment for bullying. The following list has been devised by participants in the KIDSCAPE workshops and includes some of the points made by Stephenson and Smith.

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[1] Stephenson, P. and Smith, D. 'Why Some Schools Don't Have Bullies' in Elliott, M. (ed) ''Bullying, A Practical Guide to Coping for Schools', Longman 1991.

a. Unsupervised toilets
b. No space for 'quiet' activities
c. Bare, empty playground
d. Not enough equipment in gyms and labs
e. Unsupervised playground
f. Areas where staff never go
g. Old buildings with dark, secluded corners
h. Staff never around - always in staff room
i. Staff too busy to notice incidents
j. Staff too busy to do anything practical about reported incidents
k. Unsupervised meal queues
l. Whole school queuing at once for meals
m. Narrow, dark corridors
n. Crowded locker rooms
o. Everyone arriving and leaving at once
p. Long changeovers between classes
q. Teachers being late
r. Chaotic classrooms
s. Staff leaving classrooms during lessons
t. No pastoral staff
u. Equipment Sheds
v. Teachers who point / shout / poke
w. Teachers who use sarcasm as a destructive weapon
x. No support for pupils with special needs
y. Unsupervised living accommodation
z. Intolerance of difference
aa. Allowing hurtful graffiti to remain
bb. Head and/or staff who bully
cc. Reporting bullying seen as 'telling tales'
dd. Initiation ceremonies for new students
ee. No support for new pupils
ff. Staff who humiliate pupils in front of others
gg. No anti-bullying policy
hh. No clear procedures for reporting and dealing with bullying incidents
ii. General lack of supervision and discipline
jj. Staff hoping issue will go away if it is ignored for long enough

At Lambrook we recognise that these are factors which enable bullying to occur. However, we actively seek to prevent bullying from happening by having clear policies and procedures in place.