



# LOUGHBOROUGH High School

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The aim of this policy is threefold:

- To illustrate the ways in which we seek to prevent bullying and the vital role which parents and pupils play to this end
- to try and prevent bullying in so far as is reasonably practicable
- to help staff and pupils to deal with bullying when it occurs

## **Definitions**

The DfE Guidance Preventing and tackling bullying (2017) defines bullying to be “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Bullying takes many forms, including repeated occurrences of physical, psychological, social or verbal abuse and cyber-bullying. It can involve threats, physical attacks, name-calling, mocking, harassment and sexual bullying. All forms of bullying are taken very seriously, be they physical or emotional, especially the latter which may cause longer term psychological damage.

It may occur directly or indirectly or through cyber-technology (social websites, mobile phones, gaming, text messages, photographs and email) and may be motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sexual orientation, gender, homophobia, Special Educational Needs and disability, or because a pupil is adopted, in care or has caring responsibilities. Children who are frequently moving home may also be vulnerable because they are always a newcomer. Bullying on the basis of any protected characteristic is taken particularly seriously.

Bullying may be motivated by actual differences between pupils or by perceived differences. Bullying can occur between pupils and staff or between staff. 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 who 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 its target. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language, if left unchallenged or dismissed as ‘banter’ can have a significant impact on its target, including the reluctance to report other behaviour subsequently. It is often hard for victims to defend themselves.

## **Cyber-bullying**

Widespread access to technology provides an additional medium for bullying, which can occur inside or outside school. Cyber-bullying includes using mobile phones or iPads to send abusive messages, often through public forums such as social networking sites (e.g. Instagram, Snapchat), or make defamatory statements about pupils or teachers. It includes cyber-stalking, “sexting”, “trolling”, “happy-slapping” and unauthorised publication of private information or images.

Cyber-bullying can happen at any time of the day and has the potential to reach a wide audience. It can undermine the self-esteem of individual pupils and can undermine the professional status of staff. Some cyber-bullying is deliberate and intentional, but in other cases distress to the victim can be caused by something that is seen as a ‘joke’ by the perpetrator.

Cyber-bullying can be a criminal offence; children are criminally responsible for their actions and their consequences from the age of 10. The School also takes seriously its safeguarding responsibilities with regard to the production and/or dissemination of sexual images by young people.

Bullying can take many forms, both physical and emotional, including:

- Physical – hitting or kicking;
- Verbal – name calling, insulting, commenting hurtfully and/or negatively, teasing, picking on someone cruelly;
- Indirect – spreading rumours, untrue facts about someone, excluding someone from a friendship group, circulating notes, emails or text messages about someone, taking other's property repeatedly;
- Assuming negative body language towards a person, 'looking' at someone in a hostile or threatening manner;
- Cyber-bullying – sending emails, text messages or photographs of a derogatory or upsetting nature, misuse of social networking sites and mobile technology.

More specific types of bullying:

- Sexual harassment – on the grounds of someone's gender or sexual orientation; Racial/cultural harassment – based on race, ethnic or national origin;
- Religious harassment – based on religious beliefs or practices;
- Disability harassment – based on disability, impairment or additional need;
- Other – special educational need, an adopted or looked after child, a child carer, actual or perceived differences.

We wish to create an environment of good behaviour and respect in which:

- Bullying in any form is totally unacceptable;
- The environment is felt to be a safe one by all involved;
- Every individual can be themselves and hold themselves in high esteem without fear of comment or criticism.
- Staff are aware of the need to be alert to pupils who may be vulnerable and at risk from bullying, especially the needs of pupils with SEND.
- Staff are aware of the need to be alert to vulnerabilities around protected characteristics.
- Anyone who feels that they are being bullied is actively encouraged to tell someone either at home or at school;
- Anyone who is aware of bullying taking place is actively encouraged to tell someone either at home or at school;
- Any bullying which is reported will be investigated and dealt with sensitively and effectively; The views of those reporting the bullying and those who are accused will be respected and they will be made aware of any action to be taken;
- There is recognition that each situation is different and that the procedures adopted will depend on the circumstances.

## **Prevention**

We seek at all times to create a safe and calm environment that is free from disruption and in which education and the wellbeing are the primary focus'. We seek to create an ethos of good behaviour and an atmosphere of inclusivity and equality where pupils treat one another, and the school staff, with respect because they know this is the right way to behave and that our actions affect others. The pupils within our community have designed their own version of this policy which is reviewed by the Wellbeing Committee each year and which is displayed in classrooms and public areas around the school.

Many of our pupils join the school in Year 7 and, for them, we have a comprehensive transition programme which includes, taster visits, an induction day, a virtual 'Teams' call to the pupil's Primary School by a senior leader, a virtual 'Teams' call home to talk with the pupil and their parents and a

bespoke

induction day in September before the rest of the school return. Pupils are encouraged to meet and greet each other, often in games and activities led by senior pupils who embody the spirit of mutual respect within the school. Pupils in Year 7 follow the 'Girls on Board' scheme which empowers pupils to understand the complexities and dynamics of girl friendships. The language, methods and ideas studied empower girls to help solve their own friendship problems before these could develop into any form of bullying. There is recognition that students coming from schools with a smaller cohort may find the environment more challenging than those coming from larger school cohorts.

Parents are vital to this stage too and there are opportunities in Years 7, 10 and 12 for parents to meet each other at an information evening, led by the relevant Head of Year, where expectations of behaviour and mutual support are clearly stated and where relationships between school, parent and home are established with clear lines of communication through the pupil's tutor, Head of Year and then up to Assistant Head (Pastoral) and Deputy Head (Pastoral and Wellbeing).

For those pupils who join the school at times outside of these, they are allocated a buddy who offers to help them settle into this new school and encourage them to build strong initial relationships.

All parents in the school are contacted by their daughter's tutor early in each Academic Year to continue to establish that first point of contact and to ensure that any immediate concerns are tackled straightaway.

We involve parents to ensure that they are clear that the School does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied: to report this to the Head of Year.

We communicate and model clear expectations to pupils and parents alike about pupil behaviour, including what to do if pupils find themselves bystanders when bullying behaviour occurs, and how to report bullying which occurs inside or outside of school.

We implement disciplinary sanctions so that bullying is recognised as being unacceptable.

We ensure that staff duties take into account the need to ensure appropriate supervision of areas where bullying might take place. A time when bullying is most likely to occur is when no staff member is present, this is one of the reasons we ask staff to be on time for lessons and duties.

We ensure that staff take part in training which enables them to understand the needs of all pupils, including lesbian, gay, bisexual and transgender pupils, those with SEND, and to be vigilant for inappropriate comments about protected characteristics or spot untoward actions;

We consult with pupils through the school forum, through the weekly meetings between the Head Girl and Head and the Deputy Head Girls and Senior Deputy Head to gain a true understanding of what is going on. Students are involved in actively promoting the Wellbeing of all Year Groups through the Wellbeing Committee. The annual student Wellbeing survey is a good measure of the Wellbeing of our students.

*The philosophy underpinning this policy is the importance of mutual respect in a community where there is a commitment to promoting individual and collective wellbeing. This philosophy is supported and explored through form times, PSHCE sessions, assemblies, other appropriate areas of the curriculum and extracurricular activities.*

## **Procedures**

Bullying may be reported by an individual contacting any member of staff directly or through friends or parents. It can be reported through any format, written or verbal to anyone with whom a student feels comfortable. It can also be reported through the Wellbeing Whisper QR Code. Anonymous reports will be taken seriously but, by their very nature, are more difficult to investigate. The information will be passed directly to the relevant member of the pastoral team.

Strategies adopted will depend on the circumstances and may include:

- discussion with the individuals involved to consider ways of dealing with the situation and avoiding repercussions;

- negotiation/mediation between the parties concerned, if appropriate;

If the incident is considered to be sufficiently serious or if the action taken previously has not resolved the situation, then:

- ensuing discussions should involve the pupil(s) concerned;
- the same member of staff should interview both parties separately;
- the two parties should be kept apart for the duration of the interviews if necessary;
- two staff should be present, one of whom should act as scribe;
- both the accused and the accuser will be asked to write their own account of the discussion and the behaviour which led to the allegation immediately after the interview;
- the incident should be recorded by the Head of Year on CPOMS and the Assistant Head (Pastoral) and/or Deputy Head (Pastoral and Wellbeing). Any patterns of bullying identified through record keeping are addressed by the relevant member of the pastoral team.

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the procedures set out in the LSF Child Protection and Safeguarding policy are to be followed.

The reporting of bullying may not always lead to the direct punishment of those accused, but, if the complaints are shown to be well founded and/or the behaviour continues, the full range of sanctions are available, including exclusion and expulsion, see below.

We will discuss with parents what has been happening and will react to bullying incident in a reasonable, proportionate and consistent way, considering any special educational needs or disabilities of both the victim and the perpetrator of the bullying, and implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. Parents are encouraged to work closely with the school if they have any concerns about bullying. The school will only share information about a student with those that have parental responsibility.

### **Support for Pupils who are bullied**

In all cases, the school recognises its responsibility to support children who are bullied and make appropriate provision for a child's needs. We will take steps to help both the 'victim' and 'perpetrator' feel safe and confident again, including the offer of mediation led by an experienced member of the pastoral team (e.g. Head of Year, Assistant Head (Pastoral), or a quiet conversation from a teacher who they trust, through to formal counselling or the completion of an Early Help Assessment where appropriate.

In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Whilst bullied children will not be routinely considered as requiring SEND support, the School will consider whether they should be assessed if this has not already taken place. It could also be true that the perpetrator may require support.

We will work with perpetrators where necessary and an appropriate, so that they are held to account for their actions and accept responsibility for the harm they have caused. We will consider whether the motivations behind bullying behaviour reveals and concerns for the safety of the perpetrator. The events will be reported, depending on the degree of seriousness, to the parents. Both parties will be closely monitored by their form tutor and head of year. The situation will be reviewed regularly.

The school will investigate incidents of bullying that take place outside of school hours on school visits and trips.

This is a serious issue and everyone should be aware that bullying can cause psychological damage and in extreme cases bullying can lead to a victim contemplating, or even taking their own life. Bullying can also be classed as a criminal offence if the behaviour is of a harassing or threatening nature.

All staff are expected to read the Antibullying Policy at the start of the academic year and sign to state they have read and understood this policy and they are made aware of the times and places where bullying is most likely to occur. Training also takes place annually at one of our Inset days, where the links with peer-on-peer abuse and safeguarding are clearly stated and explored.

Awareness is raised further through discussions at staff meetings, at whole school Inset, with Heads of Year at their half termly-meetings and then disseminated to tutors in their meetings with their Head of Year. SLT give support and guidance to staff on handling and reporting incidents and on the vital support up work with both victims and bullies. The school Matron is also available to give advice and support to staff and pupils.

*Our aim is always to stop bullying happening and to help those who are involved in such instances which may occur to establish more positive relationships.*

### **Sanctions which may be applied in the event of bullying**

Disciplinary measures will be applied to pupils who bully, in order to show clearly to them and to other pupils that their behaviour is wrong and must not be repeated or copied. Disciplinary measures must be applied fairly, consistently, and reasonably, taking into account the needs of vulnerable pupils and of those with SEND. The motivations behind bullying behaviour will also be considered in order to assess whether it reveals any concern for the well-being or safety of the perpetrator. For example, if an incident occurs because a pupil has retaliated after persistent bullying, the school will consider this as being different from an unprovoked attack.

Disciplinary penalties are included in our behaviour policy and may include the removal of 'free' time, a lunchtime or after school detention (during which an essay will be undertaken on the lessons learned and with the aim of developing empathy with the victim), an internal or external exclusion and may include permanent exclusion in the most serious and/or persistent cases. In the case of cyber-bullying they may include the confiscation or regular monitoring of their school iPad or their mobile phone or other such devices whilst in school and withdrawal of access to school ICT facilities in accordance with the Foundation responsible use policy.

If sanctions are considered appropriate, they apply regardless of whether bullying incidents occurred within school or outside of school.

This policy is available on the school website. A student version is available in classrooms and public spaces (e.g. toilets)

Related policies are:

- Behaviour
- Child Protection and Safeguarding Discipline
- E-safety
- Expulsion, Removal and Suspension Equal Opportunities
- Special Education Needs and Disability
- Staff Code of Conduct



## *Appendix 1: CYBERBULLYING*

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying:

- The invasion of home and personal space
- The difficulty in controlling electronically circulated messages
- The size of the audience
- Perceived anonymity
- The profile of the person doing the bullying and their target

Cyberbullying is unique in its potential to involve staff, as well as pupils, in being bullied by individuals. Acts of cyberbullying, whilst not a specific criminal offence, may involve the breaking of UK laws regarding harassment and threatening communications. Dealing with acts of cyberbullying could therefore result in the involvement of the police.

### **Forms which cyberbullying may take:**

- Threats and intimidation
- Harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages)
- Vilification / defamation (“trolling”) Exclusion or peer rejection Impersonation
- Unauthorised publication of private information or images (such as in response to ‘sexting’ events) Manipulation or grooming

It is important to recognise that not all apparent cases of cyberbullying are deliberate or aggressive, but may be the result of unthinking acts in which images or comments are shared in the belief that they are amusing without any realisation of the distress caused.

These instances are to be treated seriously but not necessarily with the same severity as obviously intentional acts of cyberbullying.

### **Prevention of cyberbullying**

Education on cyberbullying and its effects will be delivered concurrent with education on other forms of bullying. Pupils also receive specific education on the safe use of technology, online grooming, and the implications of posting personal information online and at a level appropriate to their age. This education is delivered through a variety of routes, including PSHCE, ICT and other lessons, assemblies, and discussions with Tutors, Heads of Year and other staff.

iPad’s, Mobile phones and other devices are only to be used in lessons with the permission of the member of staff in charge, and then in accordance with the school rules and the ICT responsible use policies (RUP). These policies are signed by all staff, pupils and their parents and form the basis for the guidelines on the use of mobile devices on campus (see ICT Responsible use policy for staff/ICT Responsible use policy for students).

The school reserves the right to confiscate an iPad or other mobile device if it is being used to disrupt the education of other pupils, including perpetration of bullying behaviour.

### **Reporting of cyberbullying**

Pupils will be encouraged to report instances of cyberbullying as for all instances of bullying. Staff will also be vigilant for behaviours which may signal that a pupil is being bullied in this specific manner, such as:

Being obviously upset whilst using a device. Being unwilling to discuss their device usage. Suddenly changing patterns of use of specific technologies.

## **Investigation of cyberbullying**

If a pupil reports instances of cyberbullying, they will be encouraged to keep any evidence and provide it to staff. Evidence may take the following forms:

- Messages or images saved on the recipient's device. Posts on social networking sites.
- Websites or accounts created about an individual or in an individual's name.

Staff investigating instances of cyberbullying should proceed in line with the LHS Antibullying policy but should aim to gather evidence in the form of screenshots from websites, printouts of emails and transcripts of messages. Images sent by social media will be recovered where possible and hard copies made if appropriate and if not in contravention of Safeguarding policy.

If pupils are accused of sending upsetting messages, which the recipient has deleted, staff may ask to be shown the perpetrator's phone for evidence if there is a reasonable suspicion that such messages have been sent. Staff may not, however, search a device for information without the specific permission of its owner, and are advised that any such search should be limited to pupils showing the investigating member of staff their device themselves. In line with the government advice on the confiscation of items, devices may be confiscated from pupils if they are causing a disturbance or if there is reasonable suspicion of use for the purposes of cyberbullying within school.

Staff should at all times be sensitive to the feelings of the bullied individual, who may find the evidence retrieved to be upsetting or very embarrassing. Pupils should be assured of discretion in dealing with such material as part of the upsetting nature of cyberbullying is the perception that 'everyone' is aware of such upsetting messages or images.

Any evidence generated in this manner will, upon resolution of the incident, be placed on the file(s) of the relevant pupil(s) and recorded on CPOMS.

### **Action to be taken**

If it is clear that acts of cyberbullying have taken place, the steps taken will be in line with the LHS Antibullying policy but may also include:

- Asking the perpetrator to remove upsetting posts or images.
- Supporting students in contacting the service provider or host to request that material is removed.
- Supporting students in contacting the nuisance call department of the victim's mobile phone provider to ask for certain numbers to be blocked.
- Supporting students in blocking certain email addresses from reaching the victim and educating the victim on how to block individuals from accessing their pages on social networking sites.
- In line with the LSF Responsible Use Policy, suspending internet access for the perpetrator for a period of time.
- Contacting the parents of the perpetrator to inform them of the nature of acts carried out.
- Confiscation of a School owned device for a period of time. Restricting specific use of apps and sites on School owned devices.

Aspects of this series of actions may also be taken against individuals who are not pupils of LHS as appropriate.

The *Education and Inspections Act 2006 (EIA 2006)* outlines some legal powers which relate to cyberbullying. Headteachers have the power "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 is of particular significance to cyberbullying, which is often likely to take place out of school but which can impact significantly on the school life of those pupils involved.

In serious cases of cyberbullying, as with bullying of all forms, the school reserves the right to apply more severe punishments (see *LHS Discipline policy*).

If evidence appears to show that a pupil or another child is at significant risk of harm, the Deputy Head (Pastoral and Wellbeing) will be notified and safeguarding procedures will be followed (see *LSF Child Protection and Safeguarding policy and LEA guidelines*).

Further advice for parents and carers is available at: [Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

## **Legal implications**

As discussed at the start of the policy, there are legal implications to acts of cyberbullying since the creation of images and text about individuals may cross into laws relating to harassment and the creation of indecent images. In the event of this being the case, the school reserves the right to seek legal advice and contact the police as necessary.

Cyberbullying may result in breaches of the law under the following acts:

- Computer Misuse Act 1990 Crime and Disorder Act 1998
- Criminal Justice and Courts Act 2015 Defamation Acts of 1952 and 2013
- Equality Act 2010
- Malicious Communications Act 1988 Obscene Publications Act 1959 Protection from Harassment Act 1997 Protection of Children Act 1978 Public Order Act 1986
- Section 127 of the Communications Act 2003

## **Cyberbullying and Staff**

One of the characteristics of cyberbullying is that it has the potential, by its anonymity, to affect staff. The perpetrator may not be older or in a position of authority in order to bully an individual. Staff therefore have a responsibility to protect themselves from cyberbullying as far as possible and have a right to support from SLT should an instance of bullying become apparent.

Staff should adhere to the guidelines contained in LHS policies referring to staff-pupil relationships and specifically the Staff Code of Conduct. The following guidance is also provided by the DfE.

### **General**

Staff should lock screens on a computer or other device logged on when not under their direct supervision, for example when they leave their desk.

School email addresses should be used for school business, in accordance with the staff RUP, and personal email addresses for everything involving private lives. This includes file sharing sites like Dropbox and YouTube.

### **Images and video**

- The school seeks permission from parents before sharing images of pupils online for publicity purposes (this is done at registration).
- Staff should not use their own mobile devices to take photographs of pupils.
- Staff should be aware that parents are asked not to take photographs at school events but to make use of the school's own photo service.
- Significant information should not be attached to any images posted, such as full names, unless informed or parental consent has been obtained in advance.

- Any picture which causes distress to an individual, for any reason, should be removed straight away.

### **Mobile Phones and other mobile devices**

Staff should be aware at all times of the increasing sophistication of mobile devices and their use in capturing information and uploading content to the internet.

Staff should take good care of their own devices at all times due to the amount of sensitive information they now contain. Enabling a PIN, passcode or fingerprint/face recognition is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

Staff should report, and have blocked, a missing device straight away. To this end all staff should be aware of their phone IMEI number (printed on the phone underneath the battery or found by typing \*#06# into the handset). Apple devices should have 'Find my iPad/iPhone installed' in accordance with guidelines to staff.

Staff should avoid lending mobile devices to pupils if at all possible. If a personal mobile has to be lent to a pupil, the call should be supervised at all times and any numbers used deleted from the phone straight away.

Staff should not give pupils or parents their personal mobile phone number.

Staff should follow advice given by the Deputy Head (Pastoral and Wellbeing) on the possession of pupil mobile phone numbers for trips, visits etc.

### **Social Networking Sites**

Staff should be mindful of how they present information about themselves on the internet, particularly in relation to images and personal information.

Staff using such sites should ensure that they are aware of how to restrict access to their information online on the sites they use. In cases of uncertainty, staff are advised to treat all information as accessible to the public.

Staff should be aware that their reputations could be harmed by what others share about them online, such as friends tagging them in inappropriate posts, photos or videos. Staff should discuss these issues with close family, friends and colleagues, as they could be affected by their inadequate security and privacy settings.

Staff should not befriend current pupils or recent pupils on social networking sites and should be aware, if befriending ex-pupils, of the relationships which may exist between current and ex-pupils and how this may potentially allow current pupils to access personal information. For the same reasons, staff are advised not to befriend parents of pupils.

Staff should occasionally use search engines to check what information is available about them in the public domain.

### **Action in the case of cyberbullying**

If a member of staff believes they are being cyberbullied, they should take the following steps:

Staff should never retaliate to, i.e. personally engage with, cyberbullying incidents. They should report incidents appropriately and seek support from a senior member of staff (e.g. Head of Department, Assistant Head or

Deputy Head. They may refer the incident to the Head/ Deputy Head (Pastoral and Wellbeing), if not already involved, who will discuss action with the member of staff and the Network Manager.

Staff should keep any records of the abuse – text, emails, voice mail, web site or instant message. They should not delete texts or emails. They should take screen prints of messages or web pages, and be careful to record the time, date and address of the site.

Staff are advised that if they receive a message with any attachment which they believe to contain offensive or obscene content, they should not open the attachment but alert a senior member of staff as soon as is practicable. It should not be forwarded to anyone.

Where the perpetrator is known to be a current pupil or colleague, the majority of cases will be dealt with by the school's own disciplinary procedures, with the involvement of other agencies in severe cases.

There have been cyberbullying incidents where pupils have made unfounded, malicious claims against staff members. It is critical to take every claim seriously and investigate it thoroughly. In cases where an allegation is made that an employee or volunteer has behaved in a way that has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child, or behaved towards a child or children in a way that indicates s/he is unsuitable to work with children then that allegation should be reported to the Head immediately. This will then be investigated as outlined in the Allegations policy and in accordance with LA guidelines.

Further advice for staff is available at: [Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303207/cyberbullying_advice_for_headteachers_and_school_staff.pdf)

#### **Related policies are:**

- 07a Child Protection and Safeguarding Expulsion, Removal and Suspension.
- 07e Staff code of conduct
- 07h E-safety
- 09a Behaviour

#### **References:**

Department for Children, Schools and Families (2014)  
Cyberbullying: Advice for headteachers and school staff: [Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303207/cyberbullying_advice_for_headteachers_and_school_staff.pdf)

Childnet (2016) Cyberbullying: Understand, prevent and respond  
[Press release: Understand, Prevent and Respond to Cyberbullying | Childnet](https://www.childnet.co.uk/press-releases/understand-prevent-and-respond-to-cyberbullying/)

Department for Education (2017) Preventing and tackling bullying [Preventing and tackling bullying \(publishing.service.gov.uk\)](#)

**Further resources:**

Department for Education (2022) Keeping children safe in education 2022 [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

www.gov.uk Bullying at school: the law  
<https://www.gov.uk/bullying-at-school>

Department for Education (2014) Advice for parents and carers on cyberbullying [Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](#)