Anti-bullying Policy
Including Cyberbullying

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Author: Deputy Head (Pastoral and Safeguarding)
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Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the *Equality Policy, The Health and Safety Policy and the Safeguarding Policy.*

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word **"parent"** imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)

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1. Terms Used Within this Policy

In all Bredon School policies, we use the word **"parent"** to mean parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

We use the terms **'must'** and **'should'** throughout this policy. We use the term **'must'** when the person in question is required to do something and **'should'** when the advice set out should be followed unless there is good reason not to.

This policy uses the terms **'child'** and **'children'**, which is defined for the purposes of this policy as a person aged under 18. Under this policy we adopt a wider interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age.

In addition, we also use the term **'alleged perpetrator(s)'** and where appropriate **'perpetrator(s)'**. These are widely used and recognised terms. However, Bredon School will consider the use of this terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be considered to determine, as appropriate, on a case-by-case basis.

2. Framework and Legislation

This policy has due regard to statutory legislation and relevant guidance including, but not limited to:

- The Education Act 1996
- The Education Act 2002
- Equality Act 2010
- Children Act 1989
- The Independent School Standards (DfE, 2014)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (DfE, 2023)
- What to Do if You Are Worried About a Child (2015)
- Information Sharing: Advice for Practitioners (DfE, 2018)
- The Data Protection Act (2018)
- Teaching Online Safety in School (2023)
- UKCIS Education for a Connected World (2020)
- Safeguarding Policy
- Behaviour Management Policy
- Special Educational Needs and Disability Policy
- Positive Mental Health and Wellbeing Policy

3. Aim

In alignment with our commitment to fostering a nurturing, secure, and inclusive educational environment, Bredon School upholds a stringent Anti-bullying Policy. We prioritise the well-being and development of our pupils in a relaxed and safe atmosphere.

Bullying, in any form, constitutes anti-social conduct and is categorically prohibited. While incidents of bullying are rare at Bredon School, we recognise the importance of addressing this issue promptly and effectively whenever it arises. We encourage all pupils and parents to feel confident in reporting any

instance of bullying to the school, with the assurance that it will be handled appropriately.

Our school's approach to anti-bullying is based on four key pillars:

- **Educational Initiatives:** We actively educate our pupils, both formally and informally, promoting care and tolerance towards individuals. This includes raising awareness of bullying signs among our staff through training opportunities and information sharing.
- **Vigilance and Reporting:** We empower our pupils to be vigilant and recognise signs of distress or unhappiness in their peers. They are encouraged to report concerns to a member of staff or a trusted individual. Regular welfare meetings with pupils further support this initiative.
- **Policy and Procedure:** Bredon School maintains a comprehensive Anti-Bullying Policy and Procedure, as well as a Complaints Policy and Procedure. These documents provide a structured framework for addressing and resolving incidents of bullying.
- **Consequences:** We treat cases of bullying with the utmost seriousness, in accordance with our behaviour Management Policy. Appropriate sanctions are applied to ensure a consistent and effective response to bullying.

4. Objectives

We acknowledge that bullying can cause harm and can have enduring consequences. We firmly believe that pupils engaged in bullying behaviour must be guided towards more constructive ways of interacting. Our objectives are as follows:

- **Fostering a Caring and Accepting Environment:** We strive to create a nurturing and accepting atmosphere where pupils cultivate self-respect, respect for others, and a sense of tolerance.
- **Promoting Kindness, Fairness, and Honesty:** We encourage pupils to embody kindness, fairness, and honesty in their interactions, thus fostering a steadfast rejection of bullying in any of its forms.
- **Zero Tolerance for Bullying:** It is paramount that every member of our school community is aware that we will not tolerate bullying, and we actively encourage its reporting and challenge.
- **Open and Supportive Climate:** Our aim is to establish an open and supportive climate where pupils feel safe to report instances of bullying, and these reports are addressed promptly.
- **Informing Pupils and Parents:** We ensure that both pupils and parents are well-informed about the school's anti-bullying policy. They should be aware of the steps to take in case bullying arises.
- **Educating and Supporting Staff:** All staff members are well-versed in the school's anti-bullying policy and are equipped to respond effectively if bullying is reported to them. This includes considering the needs of both the victim and the perpetrator in the resolution process.

5. Definition

In accordance with this policy, bullying is defined as any deliberate, repetitive, or persistent act that inflicts harm upon one person by another, particularly in situations marked by an imbalance of power. It is important to note that bullying encompasses a range of behaviours and may not necessarily include all individual instances of unpleasant, aggressive, or anti-social conduct.

Bullying can manifest in various forms, including but not limited to:

- **Emotional Bullying:** Deliberate unfriendliness, exclusion, tormenting (e.g., hiding belongings, making threatening gestures, damaging or stealing property).
- **Physical Bullying:** Physical acts such as pushing, kicking, hitting, punching, spitting, or any form of violence or aggression..

- **Racist Bullying:** Racial taunts, gestures, or graffiti.
- **Religious Bullying:** Anti-religious or sectarian taunts, gestures, or graffiti.
- **Sexual Bullying:** Involves unwanted physical contact, sexually abusive comments, or the spreading of rumors related to a person's sexuality.
- **LBGTQ-Related Bullying:** Focused on gender or sexual orientation, including name-calling and discriminatory behaviour.
- **Verbal Bullying:** Includes name-calling, teasing, mockery, spreading rumors, and making offensive comments.
- **Bullying Focused on Special Needs or Disability**: Targeting individuals based on their special needs or disabilities.
- **Cyber Bullying:** Misuse of internet platforms, including email, chat rooms, mobile phones, text messaging, and camera or video technology, with the deliberate intent to cause offense, torment, or spread rumors (refer to Appendix 1 for further details).

This comprehensive definition and delineation of bullying behaviours guide our school's commitment to preventing and addressing all forms of bullying, ensuring a safe and inclusive learning environment for all.

6. Whole School Strategy to Prevent Bullying

We have implemented a comprehensive Whole School Strategy aimed at preventing bullying:

- **Emphasis on Mutual Respect and Care:** The core ethos of Bredon School underscores the importance of mutual respect and care within the school community.
- **PSHE and RSE Programme Integration:** Our PSHE and RSE (Personal, Social, Health and Economic Education, and Relationship and Sex Education) Programme provides pupils with various opportunities to engage in discussions on friendship, relationships, community care, and addresses bullying as a specific topic.
- **Prominent Information Materials:** Posters and other informative materials are prominently displayed to raise awareness and educate our school community.
- **Regular Focus in Assemblies and Tutorials:** Whole School Assemblies, Tutorials, and House Time sessions regularly emphasise values such as respect, friendship, and community values, including addressing the topic of bullying.
- **Staff's Commitment to Respect and Fairness:** All staff are expected to interact with all pupils in a manner that upholds respect, fairness, and justice.
- **Pastoral Duties:** Many staff members are affiliated with a house tutor team and have pastoral responsibilities within the school.
- **Early Signs of Distress:** Staff members are tasked with observing and identifying early signs of distress in pupils, such as deteriorating academic performance, unexplained absences, isolation, or avoidance of their peer group. Any concerns are promptly reported to the tutor and the Housemaster/mistress (HsM).
- **Confidential Support:** Pupils are made aware of individuals they can talk to in confidence, including any trusted member of staff. We treat all cases with discretion and sensitivity, ensuring that the privacy and well-being of those involved are respected.

Our Whole School Strategy serves as a proactive approach to create a safe and respectful environment, effectively preventing and addressing bullying within our school community.

7. Procedure for Dealing with Bullying

In accordance with this policy, the following procedure is established for the appropriate handling of bullying incidents:

a. **Alert**: All reports of bullying, or suspected incidents thereof, are taken with seriousness and are promptly addressed. Teachers are attentive listeners and avoid making premature assumptions. In most cases, the HsM and/or Deputy Head (Pastoral and Safeguarding), where applicable, are responsible for addressing the reports. The primary concern is to put an immediate stop to the bullying and provide support to both the victim and the perpetrator to prevent its recurrence.

b. **Investigation**: Upon receiving a report, the HsM immediately notifies the relevant tutors and conducts an initial investigation. If the allegations are substantiated, the HsM or Deputy Head (Pastoral and Safeguarding), where applicable, may inform the parents of the pupils involved, if deemed necessary. The incident is duly recorded on the central Schoolbase system / pastoral log for pupil records, and if it raises safeguarding concerns, on MyConcern.

c. **Reporting**: At the earliest possible opportunity, typically during the next day's staff briefing, the HsM or Deputy Head (Pastoral and Safeguarding), where applicable, may notify staff members about the pupils involved and request them to closely observe all individuals concerned and report any incidents that may be indicative of bullying.

d. **Case Discussion**: The HsM (or HsMs involved) and the Deputy Head (Pastoral and Safeguarding), where applicable, meet with the pupils involved and when needed to discuss the persistence of the problem. These meetings are documented to ensure the accounts of the pupils align. This approach continues for a minimum of two weeks to prevent any recurrence.

   In cases of more persistent bullying, the HsM, in collaboration with the Deputy Head (Pastoral and Safeguarding), devises a plan. This plan outlines objectives related to supporting both the victim and the perpetrator, restoring normal relationships, and implementing monitoring procedures. It also establishes a date for a review meeting. The Deputy Head (Pastoral and Safeguarding) keeps the Headmaster informed throughout the process and, if necessary, shares the plan with the concerned parents.

e. **Serious offences**: Should a pupil not respond positively to attempts to halt the bullying behaviour, or if the bullying behaviour is deemed sufficiently serious, the pupil will be dealt with in accordance with the school's behaviour Management Policy. This may result in disciplinary actions, including possible exclusion, at the discretion of the Headmaster.

This procedure ensures that all reported cases of bullying are handled consistently and effectively, with a focus on the well-being of all parties involved.

8. Advice for Pupils

If a pupil witnesses someone being bullied, it's essential for them to take action to help and support the victim. Here are some steps they should consider:

● **Intervene Safely:** If it's safe to do so, approach the situation calmly and confidently. Your primary concern should be the well-being of all individuals involved, including your own safety.

- **Seek Help from a Trusted Adult:** If the situation escalates, or if you feel unsafe intervening directly, take the victim to a trusted adult, such as a teacher, school counsellor, or a parent, and report the incident. It's crucial to ensure the victim's safety and seek guidance from a responsible adult.
- **Offer Emotional Support:** Bullying can be emotionally distressing for the victim. Offer a listening ear and emotional support, reassuring them that they are not alone and that help is available.
- **Document the Incident:** If possible, take note of the details of the incident, such as the date, time, location, and individuals involved. This information can be helpful when reporting the incident to school staff.
- **Encourage Self-Advocacy:** Encourage the victim to speak out on their own behalf. They can confront the bully directly or, with their permission, you can confront the bully on their behalf.
- **Promote Inclusivity:** Encourage a culture of kindness and inclusivity in your school. Be an example of respectful and considerate behaviour to create a positive and supportive environment.
- **Follow School Procedures:** Familiarise yourself with this policy and other relevant policies and procedures, and ensure that the incident is reported to the appropriate school staff for proper investigation and intervention.

If a pupil is being bullied, it's essential for them to take action to address the situation and seek help. Here are some steps they should consider:

- **Stay Calm and Safe:** Try to remain calm and composed. If the bullying is happening in a physical or immediate manner, prioritise your safety and remove yourself from the situation if possible.
- **Confide in Someone You Trust:** Reach out to a trusted adult, such as a teacher, school counsellor or parent, and share your experience. Let them know what's happening and how it's affecting you emotionally and physically.
- **Document the Bullying:** Keep a record of the incidents, including dates, times, locations, and descriptions of what happened. This documentation can be valuable when reporting the bullying and can help establish a pattern of behaviour.
- **Report to School Staff:** Inform your school about the bullying incidents. Schools have this policy and other relevant policies in place to address such situations. Follow the school's reporting procedures and report the incidents to the appropriate school staff or authorities.
- **Seek Support from Friends:** Talk to your friends and let them know what's happening. They can provide emotional support and be witnesses if necessary.
- **Use Technology Wisely:** If the bullying involves cyberbullying, consider blocking the bully online and adjusting your privacy settings. Save evidence of any hurtful messages or online interactions and show them to a trusted adult.
- **Stay Away from the Bully:** Avoid contact with the person who is bullying you, both in person and online, to the extent possible. This can help reduce opportunities for further harassment.
- **Self-Care:** Pay attention to your emotional and physical well-being. Engage in activities that help you relax and reduce stress. Seek support from a counselor or therapist if the bullying has taken a toll on your mental health, school should be able to support you with this.
- **Know Your Rights:** Understand your rights as a pupil. Schools have a responsibility to address and prevent bullying. Familiarise yourself with this policy and other relevant school policies and procedures.
- **Involve Your Parents:** Share the situation with your parents. They can provide additional support, communicate with the school, and explore available resources to help resolve the issue.

- **Supportive Communities:** Connect with support groups or organisations that focus on anti-bullying initiatives. They can provide guidance, resources, and a sense of belonging.
- **Be Persistent:** If the bullying continues despite your efforts, keep reporting incidents and seeking help. It may take time, but persistence is crucial in addressing the issue.
- **Know It's Not Your Fault:** Understand that bullying is never your fault. It can be stopped. If the bullying is online, it can usually be blocked, stopped, and even traced, especially if it's been anonymous (for more information on cyberbullying, see Appendix 1).

Remember that safety is a top priority. If the situation becomes physically or emotionally dangerous, seek assistance from adults and follow school procedures to address the issue appropriately. Your intervention and support can make a significant difference in helping the victim and preventing further incidents of bullying.

These guidelines aim to empower pupils to take a stand against bullying, either as witnesses or victims, and to seek the support and assistance they need to ensure their safety and well-being.

9. The Law

In the UK, anti-bullying policies are guided by the law to ensure a safe and inclusive learning environment. Under the **Education (Independent School Standards) (England) Regulations 2014**, schools are required to have measures in place to prevent and address bullying. Additionally, the **Equality Act 2010** in the UK mandates that schools take proactive steps to prevent discrimination, harassment, and victimization, including on the grounds of protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Alongside these legal frameworks it is important to note that Bredon School recognises the importance of addressing not only traditional bullying but also cyberbullying, which includes online harassment and abuse. The **Protection from Harassment Act 1997**, the **Malicious Communications Act 1988** and **Section 43 of the Telecommunications Act**, make it an offence to engage in harmful online behaviour, which extends to acts of cyberbullying. Our policy is designed to comply with these legal requirements, ensuring that our school takes proactive measures to prevent and effectively address both bullying and cyberbullying incidents, promoting a secure and supportive environment for all.

Appendix 1 - Cyberbullying

Within this policy, we place equal emphasis on addressing technology-based bullying, recognising its gravity as we do with more traditional forms of bullying. Each instance of such bullying will be considered individually, with our response tailored to the circumstances. Consequences may range from a verbal warning for milder cases to a parental discussion in most instances. However, more severe and persistent cases of technology-based bullying will result in additional sanctions, which can include fixed-term suspensions or, in extreme cases, permanent exclusion.

It is crucial to acknowledge that technology can afford individuals the opportunity to engage in bullying anonymously or from undisclosed locations, 24 hours a day, 7 days a week. Cyberbullying, although it may not leave physical scars, is a highly invasive and hurtful form of bullying. While it may be less apparent to parents or teachers, the emotional and psychological impact it inflicts can be profoundly severe. Our commitment to addressing cyberbullying underscores the importance of protecting our pupils in the digital age, with measures in place to address this insidious form of bullying.

1.1 What is Cyberbullying?

Cyberbullying is a form of bullying that occurs through digital devices and online platforms, such as social media, email, instant messaging, text messages, and online forums. It involves the use of technology to harass, threaten, or harm individuals, often repeatedly and intentionally. Cyberbullying can take various forms, including but not limited to:

- **Harassment:** Sending hurtful, offensive, or threatening messages, often with the intent to instill fear or distress.
- **Online Shaming:** Sharing embarrassing or private information, images, or videos of a person without their consent to humiliate or shame them.
- **Trolling:** Trolling is characterised by posting inflammatory, offensive, or provocative comments with the goal of inciting anger or outrage in others.
- **Denigration:** Denigration includes spreading false or harmful information or rumors about someone online to damage their reputation.
- **Exclusion:** Deliberately excluding someone from online groups, conversations, or activities, leading to isolation.
- **Impersonation:** Impersonation entails pretending to be someone else online to deceive or harm others, often by spreading false information or engaging in malicious activities.
- **Flaming:** Flaming refers to engaging in aggressive and hostile online arguments or debates, often involving personal attacks, insults, and offensive language.
- **Outing:** Sharing someone's personal, sensitive, or confidential information without their consent, potentially causing harm or embarrassment.
- **Cyberstalking:** Repeatedly and obsessively targeting someone online, often causing significant emotional distress.

1.2 Empowering Digital Citizenship

Bredon School is committed to equipping our pupils with essential knowledge and skills related to technology use and online safety. Specifically, our pupils are educated on how to:

- **Safely Navigate Technology**: Understand the safe and responsible use of digital technologies and comprehend the potential risks and consequences associated with their misuse.
- **Recognise and Respond to Cyberbullying:** Learn how to identify cyberbullying and know the

appropriate actions to take if they or someone they know is experiencing such behaviour.
- **Appropriate Use of Remote Learning:** Understand the proper and responsible use of remote learning platforms and be aware of steps to take if issues or problems arise in this context.
- **Report Cyberbullying Incidents:** If pupils encounter cyberbullying, they are encouraged to promptly report it to the school. Additionally, they have the option to engage parents, the Police, mobile network providers (for mobile phones), or Internet Service Providers (ISPs) to address the issue effectively.
- **Utilise [CEOP](#) for Reporting:** Pupils are directed toward resources like CEOP (Child Exploitation and Online Protection Command) in our PSHE (Personal, Social, Health, and Economic Education) lessons, which serves as an effective tool for reporting online concerns.
- **Classroom Discussions:** Encourage open classroom discussions on topics related to online safety and cyberbullying, allowing pupils to share their experiences and concerns.

1.3 Fostering Online Safety Across the School Community

To effectively teach the wider Bredon School community about online safety, including parents, the following strategies should be implemented:
- **Half-Termly Newsletter from Deputy Head (Pastoral and safeguarding):** Will include a section in the half termly newsletter to the school community, featuring information such as:
    1. Tips on how to support pupils in the safe use of technology.
    2. Updates on online safety measures and best practices.
    3. Resources, articles, and links to relevant websites for further information.
    4. Real-life examples and case studies to illustrate online safety concepts.
- **Pupil-led Presentations:** Encourage pupils to prepare and deliver presentations or workshops on online safety for the school community, showcasing their understanding and commitment to responsible digital citizenship.

1.4 Advice for Pupils

The below advice underscores the importance of personal safety, responsible online behaviour, and effective responses to cyberbullying incidents:

Text/Video/Instant Messaging:

- **Block and Report:** If you experience abusive behaviour in text, video, or instant messages, use the platform's tools to block the user and report the abuse to the platform administrators.
- **Do Not Reply:** It's best not to respond to abusive or worrying messages. Instead, report such messages to your mobile service provider, who may have specific channels to handle phone bullying. Avoid responding, as bullies often seek a reaction.
- **Keep Messages:** It's important to keep the messages from cyberbullies as evidence. Even if you choose not to read them, retaining these messages can be crucial for showing what has occurred and getting help.
- **Report to Authorities:** In the case of threatening or malicious calls that persist, report them to the police, providing all the messages you've received. Text harassment is considered a crime and should be taken seriously.

Phone Calls:

- **Handling Abusive Calls:** Instead of immediately hanging up on an abusive or silent phone call, put the phone down and walk away for a few minutes. Then hang up or turn off your phone. Bullies usually get bored and stop bothering you once they realise they can't provoke a reaction.

- **Inform Someone:** Always inform a trusted adult, such as a teacher, parent, or friend, to gain their support and keep them informed about what's happening. Their support is essential during such situations.
- **Protect Personal Details:** Be cautious about sharing personal details, like your phone number, with just anyone. Never leave your phone lying around. When you answer your phone, simply say "hello" instead of revealing your name. If asked to confirm your phone number, inquire which number they are referring to before confirming.
- **Use Voicemail**: Many mobile phones display the caller's number. If you do not recognise the number, let the call divert to voicemail instead of answering it. Avoid leaving your name on your voicemail greeting, and consider having an adult record the greeting to deter the caller from calling again.
- **Calls Can Be Traced:** Understand that almost all calls nowadays can be traced, making it possible to identify the source of unwanted calls.

Emails

- **Do not Reply:** It's advisable not to reply to unpleasant or unwanted emails. Cyberbullies often seek a response, so by not replying, you deny them the satisfaction of a reaction. In most email systems, you can mark such emails as SPAM to reduce their impact. If the issue persists, seek advice from a parent or teacher.
- **Keep Evidence:** Keep troubling emails as evidence and report them to a trusted adult. Documenting such emails is important for building a case against the bully and seeking help.
- **Contact ISP:** Ask a trusted adult to contact the sender's Internet Service Provider (ISP) by writing to abuse@ and specifying the host (e.g. abuse@hotmail.com). Reporting the abuse to the ISP can lead to further action against the cyberbully.

Web Bullying

- **Report to a Teacher or Parent:** If you experience bullying on a website or social networking platform, report it to a teacher or parent, just as you would if the bullying were face-to-face. Even if you don't know the identity of the bully, it's important to inform a trusted adult.
- **Use Reporting Functions:** On social networking websites, take advantage of the reporting functions to flag inappropriate or intimidating comments. Additionally, inform a parent or teacher about these comments.
- **Utilise [CEOP](#):** If you encounter inappropriate contact or threats, consider using CEOP to report the issue. While it may not be confidential, reporting through CEOP can lead to a quicker resolution.

Chat Rooms

- **Protect Your Identity:** In chat rooms, it's crucial not to disclose personal information like your name, address, phone number, school, or password online. Using a nickname is a safer option, and sharing photos of yourself should be avoided.
- **Do Not Accept Files from Strangers:** Be cautious about accepting emails or opening files from people you don't know. Protect your online security and privacy.
- **Be Aware of Chat Room Users:** Understand that chat room users may not necessarily be your age. Exercise caution when interacting with individuals in chat rooms.
- **Stay in Public Areas:** Stick to public areas in chat rooms and exit if you feel uncomfortable or encounter inappropriate behaviour.
- **Talk to Your Parents:** If you feel uncomfortable or worried about anything that happens in a chat room, communicate with your parents. They can provide guidance and support.
- **Think Carefully About What You Write:** It's important to think carefully about the messages and information you share in chat rooms. Avoid sharing sensitive or personal details with strangers.

<u>Gaming Sites</u>

- **Use a Safe Username:** When creating a gaming profile, avoid using your real name or any personally identifiable information. Use a unique and non-descriptive username.
- **Guard Personal Information:** Never share personal details such as your full name, address, phone number, school name, or email address in gaming rooms or on gaming websites. Keep this information confidential.
- **Choose Privacy Settings:** Familiarise yourself with the privacy settings on the gaming platform you use. Adjust these settings to limit the information you share with others and control who can interact with you.
- **Play with Friends:** Whenever possible, play games with people you know and trust. Avoid accepting friend requests or game invitations from strangers.
- **Avoid Voice Chat with Strangers:** Refrain from using voice chat features with individuals you don't know in real life. While voice chat can enhance gameplay, it's important to exercise caution.
- **Block and Report:** If you encounter behaviour or messages that make you uncomfortable or feel unsafe, use the platform's blocking and reporting features to prevent further contact and notify the platform administrators.
- **Use Strong Passwords:** Ensure that your gaming account is protected by a strong and unique password. Avoid using the same password across multiple platforms.
- **Be Respectful:** Treat others in gaming rooms with respect and kindness. Avoid engaging in bullying or harassment. Remember that there are real people on the other end of the screen.
- **Avoid In-Game Purchases:** Be cautious about in-game purchases, especially if you're prompted to enter payment information. Seek parental permission and guidance when making purchases.
- **Monitor Screen Time:** It's important to strike a balance between gaming and other activities. Set limits on your screen time and take breaks to prevent excessive gaming.
- **Stay Informed:** Keep up to date with the games you play and the platforms you use. Be aware of any news or updates related to online safety and cybersecurity.
- **Report Suspicious Activity:** If you come across any suspicious or concerning activity, report it to a trusted adult, such as a parent, or teacher, who can help assess the situation.
- **Educate Yourself:** Learn about the potential risks and challenges associated with online gaming. Understanding these risks is the first step to staying safe.
- **Play Age-Appropriate Games:** Ensure that the games you play are age-appropriate. Many gaming platforms offer age ratings to guide your choices.
- **Install Security Software:** If you're using a computer for gaming, make sure that it has up-to-date security software and antivirus protection.

<u>Summary of Advice for Staying Safe and Preventing Cyberbullying</u>

- **It's Not Your Fault:** Understand that you are not to blame for cyberbullying. Bullying is the responsibility of the bully, not the victim.
- **Prompt Reporting:** Do not ignore cyberbullying; report it to a trusted adult, such as a parent, or a member of staff, as soon as it starts happening.
- **Stay Calm:** Maintain composure and avoid showing strong emotions when confronted with cyberbullying, as reacting emotionally may encourage the bully to continue.
- **Protect Personal Information:** Avoid sharing personal details online, including your home address, school name, phone number, or email address.
- **Document and Report**: Keep records of cyberbullying messages or incidents as evidence, and report them to a trusted adult for support.
- **Online Advice:** Seek guidance from reputable online resources for dealing with cyberbullying, such as organisations like [kidscape](#) and [UK safer Internet Centre](#) .
- **Block and Report:** Use platform features to block and report cyberbullies, preventing further contact and notifying platform administrators.

- **Use Strong Passwords:** Secure your online accounts with strong, unique passwords and avoid using the same password for multiple platforms.
- **Be Respectful:** Treat others with respect and kindness both online and offline, avoiding the spread of rumors and personal information about others.
- **Think About Others:** Put yourself in others' shoes and consider how your online behaviour affects them. Act responsibly and avoid causing distress to others.

Appendix 2 - Useful Links / Information

- Bredon School Independent Listener - Linde Melhuish: 07967690412 or linde.melhuish@gmail.com)
- CEOP: www.ceop.police.uk
- Childline: 0800 1111 or www.childline.org.uk
- NSPCC: 0808 800 5000 or www.nspcc.org.uk
- Papyrus: 0800 068 4141 or www.papyrus-uk.org
- Samaritans: 116 123 or www.samaritans.org.uk
- Kidscape: www.kidscape.org.uk
- Anti-bullying Alliance: www.anti-bullyingalliance.org.uk
- Young Minds: www.youngminds.org.uk
- Mind: www.mind.org.uk
- Children's Commissioner: www.childrenscommissioner.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- National Bullying Alliance: www.nationalbullyinghelpline.co.uk
- Bullies Out: www.bulliesout.com