



# HEATHFIELD SCHOOL

## Anti-Bullying Policy

<b>Policy Area:</b>	Welfare
<b>Relevant Statutory Regulations:</b>	<p>Independent Schools Statutory Regulations 2019 - Part 3</p> <p>NMS Part G, Promoting Positive Behaviour and Relationships</p> <p>Public Order Act 1986</p> <p>Malicious Communications Act 1988</p> <p>Children Act 1989</p> <p>Protection from Harassment Act 1997</p> <p>The Communications Act 2003</p> <p>DfE guidance 'Preventing and Tackling Bullying (July 2017)'</p> <p>DfE guidance 'Sharing nudes and semi-nudes: advice for education settings working with children (December 2020)</p> <p>Equality Act 2010</p> <p>Education and Inspection Act 2006</p> <p>Education Act 2011</p> <p>Education (Independent School Standards) Regulations 2014</p> <p>Keeping Children Safe in Education 2023</p> <p>Human Rights Act 1998</p> <p>Crime and Disorder Act 1998</p> <p>DfE advice Cyberbullying: Advice for headteachers and school staff (2014)</p> <p>Advice for parents and carers on cyberbullying (2014).</p>
<b>Key Contact Personnel in School</b>	
<b>Nominated Member of Leadership Staff Responsible for the policy:</b>	Deputy Head (Pastoral and Boarding)

<b>Designated Safeguarding Lead:</b>	Deputy Head (Pastoral and Boarding)
<b>Named Governor with lead responsibility:</b>	Anne Lynch
<b>Version:</b>	2023.02
<b>Date updated:</b>	10 October 2023
<b>Date of next review:</b>	01 September 2024

*This policy will be reviewed at least biennially, and/or following any concerns and/or updates to national and local guidance or procedures.*

## **Introduction**

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This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education. Heathfield School (“the School”) has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

The School’s community of Governors, staff, parents and pupils wish to evoke a kind, honest, positive and respectful environment where all can flourish. Where all adhere to a code of conduct, rather than to lists of rules. Our code of conduct is predicated on the following four values:

1. Respect for Ourselves
2. Respect for Others
3. Respect for our Environment
4. Responsibility for our Actions

Heathfield will not tolerate any form of bullying. The sanctions for it can be strong even to the point of excluding a pupil from the School if deemed appropriate. It is everyone's responsibility to prevent it happening and with this in mind, this document lays down certain guidelines which all pupils, parents and staff should follow.

No-one should underestimate the potential psychological damage that bullying can cause - often far in excess of the intentions of the bully.

It is our fundamental belief that every pupil has the right to pursue her education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all our pupils in which each pupil can reach her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other.

Our initial concern is to prevent bullying rather than to punish the bullies. All pupils accept the code of conduct and respect the core values and this type of behaviour conflicts sharply with the School’s policy on equal opportunities, as well as with our social and moral principles.

However, bullying is a major offence and will be dealt with firmly and this is made clear to pupils and parents. A member of staff who witnesses bullying must deal with the incident immediately and directly. They must report what has happened to the pupil’s HOY, who must, in turn let the Deputy Head Pastoral know.

In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way
- To educate the bully, for the bully's own sake as well as for others
- To deter the bully. Any bullying offence will be recorded in writing centrally on MyConcern by the HOY and against both the bully and victim's names on the bullying register so tracking of behaviour can occur.

Extreme or persistent bullying will be dealt with by the Deputy Head Pastoral and then the Headmistress, who, if necessary, may suspend or expel the offender. If the bullying that has taken place involves any illegal activity, then the Police will also be informed.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; the school has to make its own judgements about each specific case.

In particular it is noted that child-on child abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the safeguarding Policy for further information on child-on-child abuse.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.

### **Policy objectives**

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- ☐ This policy outlines what Heathfield School will do to prevent and tackle all forms of bullying.
- ☐ The policy has been adopted with the involvement of the whole school community.
- ☐ Heathfield School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- ☐ To develop a positive and supportive environment in which pupils feel safe and able to thrive.
- ☐ To promote the inclusion, mutual respect, self-esteem and individualism with a view to meeting the emotional needs of all members of the School community.

### **Links to legislation**

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There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- ☐ The Education and Inspection Act 2006
- ☐ The Education Act 2011
- ☐ The Equality Act 2010
- ☐ The Children Act 1989
- ☐ Voyeurism Act 2019
- ☐ The Education (Independent School Standards) Regulations 2014 ( if appropriate)
- ☐ Protection from Harassment Act 1997
- ☐ The Malicious Communications Act 1988

- ☐ Public Order Act 1986
- ☐ KCSIE (2023)
- ☐ National Minimum Standards (2022): NMS 16
- ☐ The Communications Act 2003.
- ☐ DfE guidance 'Preventing and Tackling Bullying (July 2017)'
- ☐ DfE advice Cyberbullying: Advice for headteachers and school staff (2014)
- ☐ Advice for parents and carers on cyberbullying (2014).

## Responsibilities

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It is the responsibility of:

- ☐ The **Headmistress** to communicate this policy to the School community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team (SLT) has been identified to take overall responsibility.
- ☐ **School Governors** to take a lead role in monitoring and reviewing this policy.
- ☐ **All staff**, including governors, SLT, teaching and support staff, to support, uphold and implement this policy accordingly. All staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying.
- ☐ **Parents/carers** to support their children and work in partnership with the School.
- ☐ **Pupils** to abide by the policy.

There needs to be recognition that anyone can be a bully or a victim and that bullying can take many forms. All members of the School need to accept that there is a collective responsibility for the successful implementation of the School's anti-bullying stance. Pupils are encouraged to report all incidents of bullying, whether they are victims or bystanders. All staff will respond to pupil, staff or parental concerns seriously and support the School's antibullying stance. Parents are encouraged to advise their children to speak out and/or to speak out themselves if they sense that their child is the victim of bullying behaviour.

Discreet but constant vigilance is essential and is an important part of our role in the school. Teachers should arrive on time for lessons and be alert to signs of horseplay: the pupil who waits alone outside the schoolroom (or who hangs about after the lesson) may well be a victim. Similar considerations apply to PE, and other activities. The less structured times of the day, mealtimes, break and the weekend, are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms or dormitories and workrooms. It is therefore important for Tutors or HOYs, Graduates and Senior pupils to keep an eye on things unobtrusively. We should be alert to any inappropriate language or behaviour or other dubious practices and never accepted. All members of the community should always be aware of and reflect on our own behaviour in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger pupils - as the pecking order develops. We should also be aware that some pupils could be more vulnerable than others including those who are shy, come from an over-protective background, are different in some way, behave inappropriately with others or even show off expensive possessions. They may well need our guidance about how to adapt their behaviour to avoid or deal with bullying and unkindness.

It is important that as a school we act with consistency about bullying. Discussions between the Pastoral team should ensure that reaction is immediate before matters have a chance to escalate, and that minor incidents are dealt with; this should reduce the occurrence of more serious bullying.

Our Surgery, all our boarding houses, and central noticeboards display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline. Advice is also published in the front of the Pupil Planners.

The School also advertises our Independent Listener to all pupils as a further avenue for impartial support and guidance.

## **Definition of bullying**

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Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) This behaviour can be deliberate or perceived, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying is often insidious; it may involve actions or comments which are racist, sexist, homophobic or focussed on disabilities. It may focus on someone’s gender, religion or culture, make fun of someone because of some difficulty that they might have or because their circumstances appear to be ‘unusual’.

The school will act on individual and one off acts of unkind or malicious behaviour and record it on our bullying log irrespective if it is never repeated, in recognition that one single incident can have a profound effect on an individual.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or ‘banter’.

Bullying can happen anywhere and at any time. It frequently involves the use of mobile phones, computers and social media. This might involve an individual sending malicious or hurtful texts, emails or photos or using insulting or other hurtful descriptions on sites such as Facebook, Snapchat and Instagram. More on cyberbullying can be found in the School policy on e-safety and in the Appendix.

Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

It is sometimes motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, culture, Special Educational Needs, disability or adoption. It might be motivated by actual differences between children, or by perceived differences. It may occur directly or through cyber-technology. The nature of the bullying reported will identify if the bullying has been based on any protected characteristics and the School will react to this offering support and education in regard to tolerance and respect.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in a number of ways. It may be physical or psychological/emotional, or it may derive from an intellectual imbalance. Alternatively, it can manifest itself by having access to the support of a group or the capacity to isolate socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. A victim may be vulnerable because of their age, physical appearance, nationality, race, gender, religion, sexual orientation (homophobic bullying) or because they are new to the School, appear to be uncertain or have no friends. Bullying behaviour may hurt or distress the victim and, over a period of time, can lower their self-esteem and make them depressed.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

The School places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the School community. The School will monitor the extent to which bullying is taking place and therefore the School requires that all incidents of bullying are recorded on MyConcern as well as being reported to the Deputy Head Pastoral directly so that appropriate action may be taken and that there is parity in any decision made.

### **Forms of bullying covered by this policy**

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Bullying can happen to anyone. This policy covers all types of bullying including:

- ☐ Bullying related to race, religion, nationality or culture
- ☐ Bullying related to SEND (Special Educational Needs or Disability)
- ☐ Bullying related to appearance or physical/mental health conditions
- ☐ Bullying related to sexual orientation (homophobic bullying)
- ☐ Bullying of young carers, children in care or otherwise related to home circumstances
- ☐ Sexist, sexual, homophobic, biphobic and transphobic bullying
- ☐ Bullying via technology, known as online or cyberbullying

They can be categorised as:

#### **Physical Bullying**

This may include fighting, hitting, kicking, taking or damaging belongings, setting up someone else to get the blame for a breach of school rules initiation ceremonies.

**Emotional or Psychological Bullying** This may include excluding someone from a group, activity or place; spreading rumours, being deliberately unfriendly; unpleasant digital communication or telephone calls or unpleasant material placed on websites.

#### **Verbal Bullying**

This may include aggressive name calling, teasing, mockery, insults, use of homophobic, racist, sexist, and other types of discriminatory language. Any or all of the listed forms of bullying may, by some, be considered to be harmless 'banter' but will still be considered as bullying behaviour by the School.

## **Sexual Harassment**

This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery. The School also considers the showing of sexual and/ or pornographic material which could be upsetting to those who view it as a form of sexual harassment. See the School's policy on Dealing with Allegations of Sexual Violence and Sexual Harassment between Pupils for further information on this topic.

The practice of 'upskirting', is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, is now a criminal offence (Keeping Children Safe in Education. This practice is now illegal under the Voyeurism Act 2019.

## **Cyberbullying**

Cyberbullying may be defined as: 'the use of electronic communication, particularly mobile phones and the Internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g., repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images (particularly on social networking sites such as Facebook, Instagram, Whatsapp, Snapchat, YouTube, etc.) and 'trolling' (abusing the Internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyberbullying is a significant means of bullying by facilitating a far more extreme invasion of personal space; the potential for anonymity on the part of the bully; the potential for the bully to play to a larger audience; through the knowledge that the data is in the worldwide domain and therefore others are able to 'forward on' bullying content, disproportionately amplifying the negative effect on the victim, even though the bully may feel her actual actions had been no worse than conventional forms of bullying; the difficulty in controlling electronically-circulated messages as more people get drawn in as accessories. It may occur in or outside school and can happen at all times of the day.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

'Sexting' is illegal: By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission (NSPCC). The DfE uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which work offline. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated, but the school is aware that these could be taken or shared as a means of manipulating another young person.

CUSAB (Children Using Sexual Abusive Behaviour): Sexting is an example of a CUSAB. A CUSAB is a safeguarding issue for both the sender and the recipient of the pornographic images.



## **Intention**

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Some bullying behaviour is not deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing', 'banter' or 'a game'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. 'It was only a joke' and 'it happened to me in the Fourth Form' are not regarded as acceptable justification for bullying-type behaviour. A pupil who does not respond appropriately to advice or sanctions, would ultimately put their place at the School in jeopardy.

Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence; for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

## **Safeguarding**

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Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence.

The School's policy and procedures with regard to child on child abuse are set out in the Safeguarding and Child Protection Policy. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying must be reported in accordance with the School's Safeguarding Children and Child Protection Policy and Procedures and appropriate action taken, taking into account the Local Safeguarding Children and Adult Partnership's threshold document.

The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

## **School ethos**

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The Heathfield School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our School can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

The School's Community:

- ☐ Monitors and reviews our anti-bullying policy and practice on a regular basis.
- ☐ Supports staff to promote positive relationships, to help prevent bullying.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## **Responding to bullying**

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The School recognises that bullying brings with it particular anxieties with regard to reporting incidents, whether on the part of the victim or a witness to the bullying. With this in mind, every pupil is encouraged to understand that:

All complaints of bullying will be taken seriously and dealt with sensitively. There is a solution to almost every bullying problem. A pupil who complains will receive support and advice and, in many cases, the problem can be dealt with without mentioning names and we encourage to address these issues at the lowest level possible. The main aim will be to stop the bullying rather than to punish the bully, unless necessary.

The following steps may be taken when dealing with all incidents of bullying reported to the School:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The concern will be recorded on the School's bullying and behaviour log against all pupils named in order to track any trends in behaviour or repeated instances of bullying behaviour.
- The School will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head of Year, or another member of leadership staff, will interview all parties involved.
- The Designated Safeguarding Lead (or in their absence, one of the deputies) will be informed of all bullying issues where there are safeguarding concerns.
- The School will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as outlined in Appendix A) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate

action will be taken, including providing support and implementing sanctions in School in accordance with the School's behaviour policy and anti-bullying procedures.

- A clear and precise account of the incident will be recorded by the School in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, as soon as an incident has been reported or identified the School will:

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the School searching and confiscation policy.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the School will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. The school will publicise progress and cyberbullying prevention activities to the whole-School community.

Members of the School community will be encouraged to follow the following advice which is displayed throughout the School.

- Always respect others - be careful what you say online and what images you send.

- ☐ Think before you send - whatever you send can be made public very quickly and could stay online forever.
- ☐ Think before you post.
- ☐ Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- ☐ Block the bully - learn how to block or report someone who is behaving badly.
- ☐ Don't retaliate or reply!
- ☐ Save the evidence - learn how to keep records of offending messages, pictures or online conversations.
- ☐ Make sure you tell:
  - An adult you trust, or call a helpline like Childline on 0800 1111 in confidence
  - The provider of the service; check the service provider's website to see where to report incidents
  - Your tutor/ Housemistress - they will be able to help.

## Supporting pupils

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Through the pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- ☐ To celebrate individualism.
- ☐ To hold and promote positive attitudes towards themselves and others.
- ☐ To share problems with staff, older pupils, parents.
- ☐ To turn to anyone they trust if they are struggling.
- ☐ Not to feel guilty about speaking out when they are unhappy.
- ☐ Never to stand by and watch someone else being bullied. It is everyone's responsibility to prevent this happening.

It can be helpful to try to identify those likely to be bullied and try if possible to minimise the characteristics that might make them susceptible. This can be either pre-emptive action or part of the way victims can be helped not to attract bullying in future. The literature identifies "passive" (unassertive in their peer groups) and "provocative" (hyperactive) victims.

The ICT Acceptable Use policy contains clear School rules about the use of the School computer network and includes advice on how to avoid cyberbullying.

Pupils who have been bullied will be supported by:

- ☐ Reassuring the pupil and providing continuous support.
- ☐ Supporting the individual with skills on how to and the need to help themselves, how to be positive, assertive, rapport, friendships and non-victim body language.
- ☐ Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- ☐ Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- ☐ Working towards restoring self-esteem and confidence.

- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Young Person Mental Health Services (CYPMHS).

Pupils who have perpetrated the bullying will be helped by:

- Following the procedures outlined in Appendix A.
- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions needed to assist them in modifying their behaviour.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the School's Promoting Positive Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Young Person Mental Health Services (CAMHS) as appropriate.

### **Supporting adults**

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The School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the School site or outside of normal school hours (including online), the School will still investigate the concern and ensure that appropriate action is taken in accordance with the Schools disciplinary policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- ☐ Discussing what happened with a senior member of staff to establish the concern.
- ☐ Establishing whether a legitimate grievance or concern has been raised and signposting to the School's Complaints Policy and Procedures.
- ☐ If online, requesting that content be removed.
- ☐ Instigating disciplinary, civil or legal action as appropriate or required.

## **Preventing Bullying Environment**

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The whole School community will:

- ☐ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- ☐ It is not our intention to wait for bullying to happen before we act; we wish to pre-empt the problem. The skills required for building relationships and living in communities in PSHEE and within the boarding houses.
- ☐ Pupils learn to recognise and manage their own emotions and respond to the emotional needs of others. They also learn how to build trust and resolve conflict.
- ☐ The Deputy Head (Pastoral & Boarding) speaks regularly to the pupils about bullying and this is followed up by HOYs with year groups.
- ☐ E-safety is addressed through the PSHEE programme and also through a series of talks and workshops delivered to the pupils based on 'digital citizenship and awareness'
- ☐ Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- ☐ Members of staff and volunteers are vigilant at all times but particularly: at the start and end of the school days when some pupils arrive and leave the site; before lessons, at morning break and at lunchtime; in the queue for the dining room and in the dining room itself; when on their weekly duty; in School corridors and social areas in the Boarding Houses; on School transport and School trips.
- ☐ Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- ☐ Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- ☐ Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- ☐ Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- ☐ Actively create "safe spaces" for vulnerable children and young people.
- ☐ Celebrate success and achievements to promote and build a positive school ethos.

## **Policy and Support**

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The whole School community will:

- ☐ Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- ☐ Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- ☐ Take appropriate, proportionate and reasonable action, in line with existing School policies, for any bullying brought to the School's attention, which involves or affects pupils, even when they are not on School premises; for example, when using School transport or online, etc.
- ☐ Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- ☐ Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

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The School community will:

- ☐ Train all staff, including: teaching staff, support staff (e.g. administration staff, facilities staff and housekeeping staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the School's policy and procedures (including recording and reporting incidents).
- ☐ Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the student council, etc.
- ☐ Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **Involvement of pupils**

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The School will:

- ☐ Involve pupils in policy writing and decision making, to ensure that they understand the School's approach and are clear about the part they have to play to prevent bullying.
- ☐ Regularly canvas children and young people's views on the extent and nature of bullying.
- ☐ Ensure that all pupils know how to express worries and anxieties about bullying.
- ☐ Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- ☐ Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- ☐ Publicise the details of internal support, as well as external helplines and websites.
- ☐ Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **Involvement and liaison with parents and carers**

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The School will:

- ☐ Advise parents to attend the Parent forums which cover a wide range of matters which assist parents in the support of their child.
- ☐ Encourage parents to watch out for changes in behaviour in their child, a reluctance to return to school or a general change in attitude.
- ☐ Encourage all parents to take an active interest in their child's social life and discuss their friendships and how free time is spent.
- ☐ Advise all parents to encourage their child to report bullying, either of themselves or others.
- ☐ Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the School does not tolerate any form of bullying.
- ☐ Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- ☐ Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- ☐ Work with all parents/carers and the local community to address issues beyond the School gates that give rise to bullying.
- ☐ Ensure that parents work with the School to role model positive behaviour for pupils, both on and offline.
- ☐ Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Statutory implications**

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The School understands that, under the Equality Act 2010, it has a responsibility to:

- ☐ Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- ☐ Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- ☐ Foster good relations between people who share a protected characteristic and people who do not share it.

The School understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the School to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- ☐ Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- ☐ The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- ☐ Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly



offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- ❑ Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

### **Monitoring and review: putting policy into practice**

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The School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the School's development planning.

The Headmistress will be informed of bullying concerns, as appropriate. The Designated Safeguarding Lead will report on a regular basis to the Governing body on incidents of bullying, including outcomes. The Designated Safeguarding Lead will record all bullying concerns on the School's centralised bullying and behaviour log.

### **Useful links and supporting organisations**

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- ❑ Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- ❑ Childline: [www.childline.org.uk](http://www.childline.org.uk)
- ❑ Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- ❑ Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- ❑ MindEd: [www.minded.org](http://www.minded.org).
- ❑ NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ❑ The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- ❑ PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- ❑ Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- ❑ The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- ❑ Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- ❑ Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- ❑ Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- ❑ The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools) SEND
- ❑ Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- ❑ Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- ❑ Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- ❑ DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) Cyberbullying
- ❑ Childnet International: [www.childnet.com](http://www.childnet.com)
- ❑ Digizen: [www.digizen.org](http://www.digizen.org)
- ❑ Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- ❑ Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- ❑ UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis) September 2017, Education Safeguarding Team, Kent County Council 10 Race, religion and nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related) Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

#### Government guidance:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying);
- Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- Working together to safeguard children (DfE, July 2019);
- Keeping children safe in education (DfE, updated annually);
- Sexual violence and sexual harassment between children in schools and Schools (DfE, May 2018);
- Searching, screening and confiscation: advice for schools (DfE, January 2018).

#### Reading :

- 'Bullying; Wise Guide' by Michele Elliott
- 'Don't Pick on Me: How to Handle Bullying' by Rosemary Stone
- 'Your child bullying' by J Alexander
- '101 Ways to deal with bullying' - a guide for parents, by M Elliott
- 'Keeping Safe: A practical guide to talking with children, by Kidscape

- 'Helping children cope with bullying' by S Lawson
- 'Confident children: a parents' guide to helping children feel good', G Lindenfield
- 'Bullying and how to fight it: A Guide for families', by A Mellor
- 'Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
- 'The bullying problem: How to deal with difficult children, by A Train

## **Related Policies**

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- Code of Conduct for Teaching and Support Staff Policy
- Confidentiality Policy
- Cyber-Bullying Policy (see Appendix F)
- Disciplinary Policy
- Equal Opportunities Policy
- IT Acceptable use Policy
- Mobile phone Policy
- Social media Policy
- Parents Complaints Policy and Procedures
- Peer on Peer Abuse Policy
- Personal Social and Health Education Policy
- Promoting Positive Behaviour Policy
- Pupil Complaints Policy and Procedures
- Safeguarding Children and Child Protection Policy
- Sexual Violence and Harassment for Pupils Policy

## **Appendix A – HEATHFIELD BULLYING GUIDANCE**

### **What is bullying and how do we combat it?**

Bullying is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and is repeated over a period of time.

We are fortunate to have low levels of bullying within the School, we strongly believe that bullying in any form is unacceptable and it will not be tolerated. We take bullying very seriously and hope that all students, staff and parents feel confident in our ability to respond appropriately.

Types of bullying are:

- Physical, e.g. hitting, kicking, taking belongings.
- Verbal, e.g. name-calling, insulting, making racist or homophobic remarks.
- Written, e.g. threatening or embarrassing notes or graffiti.
- Social, e.g. spreading rumours, excluding from groups.
- Cyber, e.g. the use of mobile phones or the internet. It may include threats or namecalling via internet chatrooms, webpages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.

### **Further sources of help and information**

- The Anti-Bullying Alliance General Bullying issues
- Mencap
- Stonewall Expertise in homophobic bullying
- BeatBullying Expertise in cyber-bullying
- Childnet
- Child Line 0800 1111

## ***Guide for Students***

### ***If you are being bullied***

It is really important if you are being bullied that you do something – nothing will change if we don't know about it.

- Discuss with a friend what to do.
- Tell a teacher or someone you trust.
- Tell your Head of Year.
- Tell your parents or family member to get their support and advice.
- Write a letter or email to your Head of Year to say how you feel.
- Ask your parents to come in and talk to a teacher for you.
- Tell the bully (if you are confident enough) that they are bullying you.
- Cyber-bullying – print off the screen to use as evidence, then block and report the people who are doing the bullying.

### ***If you observe bullying or know someone is being bullied***

It is really important that you do something – look at the following list and think how you can help.

- Act quickly.
- Tell a teacher you trust your concerns as soon as possible.
- Tell your Head of Year/. You can use email if you're not comfortable going in person.
- Don't worry if you are not sure whether an incident is bullying or not report it.
- Tell your parents or a family member. They can give you advice and or report it for you.

## ***Guide for Staff***

Being bullied can be quite traumatic and make the victim feel lonely and excluded. Information and evidence needs to be gathered promptly and sensitively.

- Do not turn a blind eye to bullying.
- Give time to listen to the student in an appropriate environment where they feel safe and secure to tell you the whole story.
- Write down what you have been told.
- Know how and who to report bullying to.
- Head of Year or AHPB must investigate incidents to find out what has happened, where, when, why and how.
- Listen for signs of intimidation/ exclusive behaviours/ Power imbalances
- Head of Year must liaise with the Assistant Head Pastoral lead in order to decide what action needs to be taken (sanctions and support).
- Update – all parties must be updated about any action taken and the next steps (including the victim, bully and whoever reported it, form tutor/class teacher and parents).
- Recording – Head of Year/ must ensure that the incident is logged on Engage. MyConcern so that termly analysis can take place.
- Monitoring – After the bullying has been dealt with, Head of Year will monitor the situation reporting any further concerns to the senior pastoral lead.

### *Steps to combat bullying behaviour*

- Chapel or assemblies led by Head of Years/s or Pastoral Specialists on all forms of bullying throughout the academic year.
- Tutor group and PSHE, content includes what to do if bullying takes place, how to report bullying and learning strategies to help to deal with bullying incidents.
- Clear anti-bullying posters in each year classroom and anti-bullying information in each student planner.
- Student Leadership involvement in reviewing the anti-bullying policy.
- Restorative programmes for students and where appropriate parents.
- Sanctions given in line with the Behaviour Policy.

### *Support for the victim*

The victim must be reassured and support put in place immediately. This could include:

- Making use of buddies and friends to offer support.
- Allowing further time to talk things through with a member of staff of their choice.
- Keeping a diary to log any further incidents – daily or weekly meeting with an identified member of staff.
- Holding a meeting with the bully to discuss and resolve the situation if appropriate.
- Informing the victim of what is going on at every stages of the process.
- Informing parents so that they can support appropriately.

### ***Guide for Parents and Carers***

#### *Listen and support*

If your child tells you they are being bullied, or you suspect that your child is being bullied, it is really important to stay calm and find time and an appropriate space to discuss this with them. Take time to listen so that you are better equipped to understand their thoughts and feelings. You or they can report any bullying issues via email to the academy office.

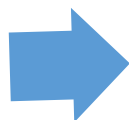
#### *Let the School know*

If the bullying is happening at school we would urge you to contact the school and speak with either your child's form tutor or Head of Year. Recognise that the School will need to investigate the situation, remain unbiased and review all perceptions and in order for behaviours to be sanctioned or changed, the School will have to act.

As part of our policy, parents are informed if their child is being bullied or has been accused of bullying. You will be kept informed throughout our investigations.

## BULLYING INCIDENT/ BEHAVIOURS ARE EXPRESSED

- LOOK OUT FOR EMOTIVE LANGUAGE FROM PARENTS/ PUPIL/ STAFF E.G. INTIMIDATED, HUMILIATED, 1:1, 1: A GROUP, BULLYING
- Who ever receives email/ disclosure it is reported it to HOY.
- Account and notes to be taken ASAP
- HOY informs and liaises with AHPB



## HEAD OF YEAR INVESTIGATES AND TAKES APPROPRIATE ACTION.

- CONTACT HOME TO BE MADE WITH BOTH VICTIM AND AGGRESSOR
- HOY TO FOLLOW UP WITH EMAIL TO SAY SITUATION BEING INVESTIGATED IN LINE WITH ABP
- RESTORATIVE PRACTICES TO FOLLOW IN INSTANCES SHOULD THIS BE SUITABLE
- Record of meetings stored on Engage



## RECORDING

- AHPB LOG AS NEUTRAL ENTRY FOR AGRESSOR ON BULLYING LOG (IF FIRST TIME OFFENCE AND NO FURTHER SANCTIONS DEEMED NECESSARY) REMARK/ THE TYPE OF BEHAVIOUR RECORDED
- IF THE AGRESSOR HAS A PREVIOUS NEUTRAL ENTRY WITHIN THE ACADEMIC YEAR THEN A NEGATIVE POINT MUST BE ISSUED AND ESCALATED TO VERBAL ADVICE
- HOY RECORD ON ENGAGE AND UPDATE PARENT
- LOG AS NEUTRAL ENTRY FOR VICTIM AND PLACE NOTE IN DIARY FOR HOY TO HAVE FOLLOW UP MEETING WITH THEM WITHIN 2 WEEKS TO CHECK NO REPEAT INCIDENCES



## BULLYING INCIDENT/ BEHAVIOURS ARE SUSPECTED

- CONTACT HOME TO BE MADE WITH BOTH VICTIM AND AGGRESSOR.
- HOY to write/ call parents to detail situation will be investigated in line with ABP, detail will feedback as soon as possible



## INVESTIGATION

- STATEMENTS FROM ALL PARTIES, INC WITNESSES TAKEN ASAP, AVOID OPPORTUNITY FOR COLLABORATION
  - Investigation under the direction of AHPB or DHPB with HOY
  - Logged on Bullying log
- REPEAT INCIDENTS REPORTED TO AHPB/ DHPB WHO WILL OVERSEE A BULLYING SUPPORT PLAN AND ESCALATE SANCTIONS AND MEET WITH AGGRESSOR AND PARENTS AS NECESSARY.
- Escalated up the level of sanctions



## RECORDING

- AHPB RECORDS ALL STATEMENTS AND LOGS FINDINGS ON BULLYING LOG
- AHPB COMMUNICATION WITH PARENTS TO BE LOGGED ON ENGAGE

## STAGES OF ANTI- BULLYING POLICY

### Level 0

- Neutral disclosure
- All parties are not aware of how behaviour has been perceived, no specific fault identified
- **HOY** clarifies behaviour and how it could be identified as bullying. Pupils are aware that their behaviour was wrong.
- Agreement and restorative meeting between pupils takes place
- Tutors follow up for 2 weeks to ensure no further issues

### Level 1

- Verbal Advice (-1 BP, HOY Detention to read over ABP, agree targets for behaviour)
- issued when a pupil has not been aware that her actions are seen as bullying, but there has been clear emotional/ physical/ social effect on someone else
- Information gathered by **HOY** from pupil
- Initial verbal advice is given by the **HOY** and puts copy on her file in Engage. **HOY** informs **AHPB** who logs on Bullying log.
- Preventative steps the pupil can take to ensure no repeated actions are made. The pupil is required to sign this agreement to show that they are now aware that her actions or behaviour are seen as bullying and the measures in place to support them

### Level 2

- Verbal Warning (-2 BP, SLT Detention)
- issued when a pupil is aware that their actions have caused unhappiness and upset.
- Pupil will meet with **AHPB** and **HOY** and parents contacted
- **AHPB** will log on Bullying log, record of signed warning slip will be upload to her Engage file.

### Level 3

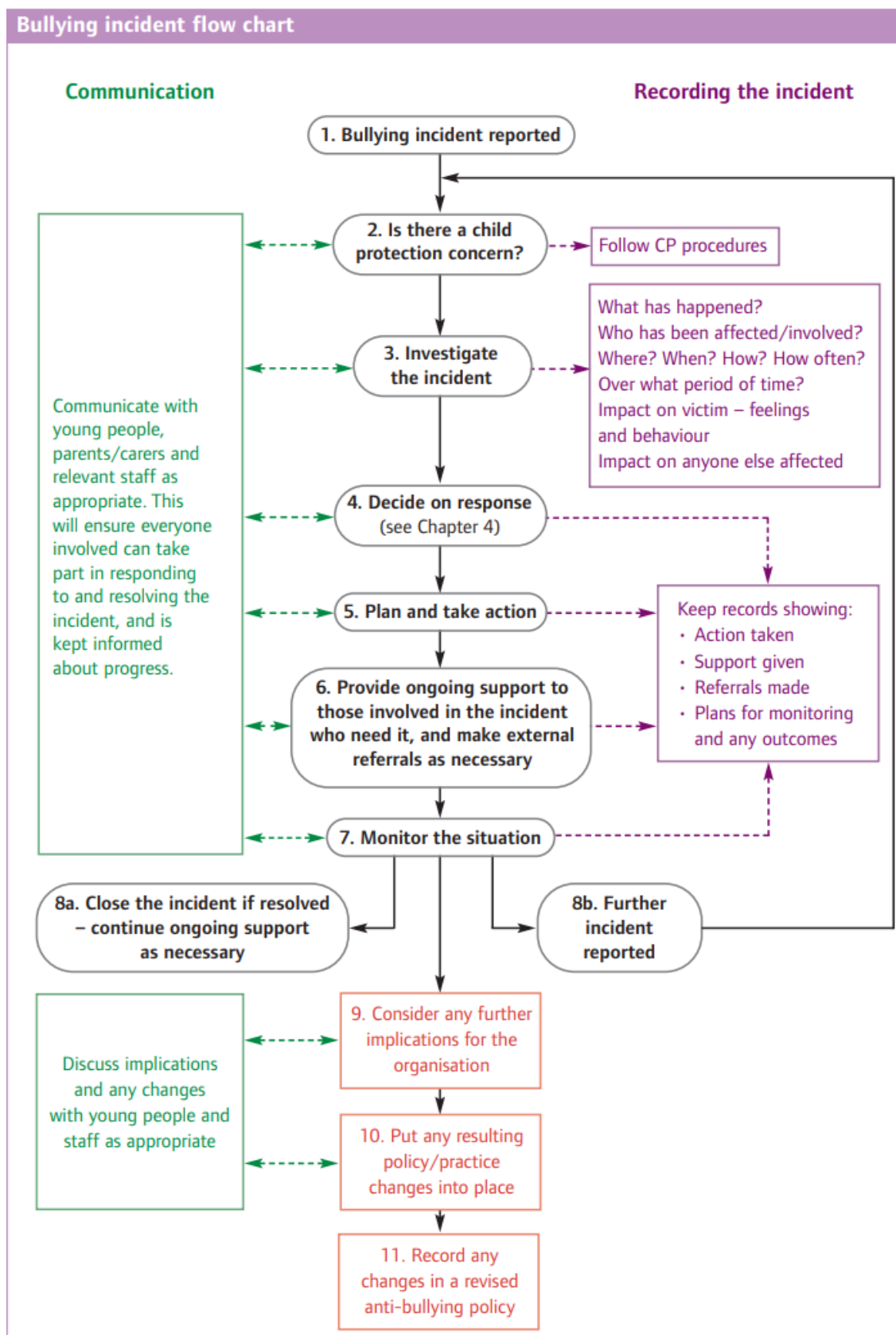
- Final Written warning (-3BP, Headmistress Detention)
- issued when there is either a repeat occurrence of bullying (even if aimed at a different victim) and an earlier warning has been given, or when the bullying has been of a particularly severe nature.
- **AHPB** and **DHPB** will investigate statements collected.
- Parents required to attend a meeting
- Pupil will sign final written warning make them aware of the potential consequences of repeated actions

### Level 4

- Exclusion (Temporary or Permanent) (-5 BP)
- issued when there is evidence, gathered by **AHPB**, of continued and sustained bullying and earlier intervention strategies have not worked. This stage may also be used following severe cases of bullying, even if earlier steps have not been followed.
- Parents will come into meet with the **Headmistress**



## INVESTIGATION PROCEDURES



## Heathfield School Anti-Bullying Procedure

Heathfield School's Anti-Bullying procedure follows a four part process, although it is possible to go straight to stage 2, 3 or even stage 4 when a situation warrants it. Copies of the written and signed bullying slips (also attached) are placed in each pupil's file. Any bullying behaviour of any sort will be sanctioned in line with our sanctions matrix.

### Stage 1

**Verbal Advice:** issued when a pupil has not been aware that her actions are seen as bullying. Initial verbal advice is given by the Head of House and an official record is put in her file and in the bullying and behaviour register. Parents will be contacted. The School will offer support in outlining preventative steps the pupil can take to ensure no repeated actions are made. The pupil is required to sign this agreement to show that she is now aware that her actions or behaviour are seen as bullying and the measures in place to support her.

### Stage 2

**Verbal Warning:** issued when a pupil is aware that her actions have caused unhappiness and upset. A verbal warning is given and an official record is put in her file and in the bullying register. The pupil will meet with the Assistant Head of Pastoral and Boarding and her actions discussed. The pupil must sign the verbal warning note to say that she accepts she has been bullying, agrees that she will not do it again and is aware of the consequences should she do so. Parents will be contacted. The pupil's behaviour will continue to be monitored. If a Stage 1 Verbal Advice slip has already been completed for the pupil, she will go straight to this or a later stage. The School will offer support in outlining preventative steps the pupil can take to ensure no repeated actions are made.

### Stage 3

**Final Written Warning:** issued when there is either a repeat occurrence of bullying (even if aimed at a different victim) and an earlier warning has been given, or when the bullying has been of a particularly severe nature. Parents will be required to attend a meeting at the School with the Deputy Head of Pastoral and Boarding, at which both they and the pupil will be required to sign the formal written warning to show they understand the seriousness of the situation and the potential consequences. Any further repetition will result in suspension or exclusion. The pupil may be put on an ongoing behaviour support programme.

### Stage 4

**Suspension or Exclusion:** issued when there is evidence of continued and sustained bullying and earlier intervention strategies have not worked. This stage may also be used following severe cases of bullying, even if earlier steps have not been followed. The Headmistress and parents will all be involved; the police may need to be informed.

## ANTI-BULLYING VERBAL ADVICE

I understand that my actions were inappropriate and could be seen as bullying. I undertake not to do this again.

**Reason:**

**Preventative steps:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Heathfield School: \_\_\_\_\_

Parents informed

## ANTI-BULLYING VERBAL WARNING

I understand that I have been bullying and am now fully aware of the impact of my actions on others.  
I understand the consequences, if I am involved in bullying again.

**Reason:**

**Preventative steps:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Heathfield School: \_\_\_\_\_

Parents informed

### Stage 3 - ANTI-BULLYING FINAL WRITTEN WARNING

Date .....

Dear .....

After investigating the complaint raised and with your acknowledgement of your responsibility of the bullying actions, which are recognised as a single act of deliberate intimidation, I am writing to inform you of your final written warning. All decisions were made in line with the Anti-Bullying policy and you should be aware you are now on Stage 3 of that policy.

Thank you for your acceptance of the actions and the maturity you showed in discussing this incident. We hope that your conduct improves and trust that you will take heed of the advice and support that has been offered to you.

#### DETAILS:

a) The nature of the unsatisfactory conduct or performance was:

.....

b) The conduct or performance improvement expected is:

.....

c) The timescale within which the improvement is required is:

.....

d) The likely consequence of further misconduct or insufficient improvement is:  
Headmistress Detention/Exclusion

Signed Pupil.....

Signed Deputy Head Pastoral .....

## **APPENDIX B: DEFINITIONS, SIGNS AND SYMPTOMS OF BULLYING**

### **Definition of Bullying**

Bullying is behaviour by an individual or group, usually but not always repeated over time, that hurts another individual or group, either physically or emotionally.

In very serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

Bullies usually intend harm to their victims, but an unintentionally harmful action can constitute bullying if its effects are sufficiently severe, and/or if the action is contrary to “common sense” and/or if it would have been reasonable to predict that the action would be likely to cause harm/offence.

Bullying has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown). Some people who have been bullied have attempted suicide.

Bullying may be:

- Physical (e.g. hitting, kicking, spitting);
- Verbal (e.g. teasing, spreading rumours);
- Indirect (e.g. excluding someone by not talking to them or leaving them out of a group);
- Manipulative (e.g. getting someone else to tease or hit someone);
- Involve complicity in someone else’s action (e.g. as a bystander who looks the other way);
- Take place in cyberspace, on social network sites, or by sending text/voicemail messages.

Bullying is often hidden. It may involve actions or comments that are racist, sexist, homophobic or which focus on disabilities. It can focus on someone’s gender, religion or culture, make fun of someone because they have difficulties or because their circumstances are “unusual”. It happens anywhere and at any time.

**Physical Bullying** may involve:

- Hitting or kicking someone;
- Jostling, shoving, pushing someone;
- Spitting at someone;
- Invading someone’s body space;
- Physically humiliating someone (e.g. by “de-bagging” them);
- Taking, damaging or hiding someone’s property;
- Invading someone’s living space or intruding on their bed-space.

If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence.

**Verbal Bullying** may involve:

- Spoken comments;
- Written notes;
- Emails or text messages;
- Improper use of bebo.com Facebook and similar social media;
- Phone calls;
- The defacing of notices;
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done;
- Circulating unflattering drawings or photographic images of someone.

**Indirect or Manipulative Bullying** may involve:

- Ostracising a fellow pupil by refusing to sit alongside her in class, in the Dining Hall, etc.

(or by moving away when she comes and sits down);

- The manipulation of social networks to ostracise, marginalize or intimidate individuals;
- Publishing photographs or images of someone that are intended to occasion mockery or gossip;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

**Bullying characterised by racism, sexism, homophobia and the exploitation of disability** may involve:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils;
- Written notes about someone (their friends or a member of their family), or about some group of pupils;
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils;
- Phone calls about someone (their friends or a member of their family), or about some group of pupils;
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

**Sexual Bullying** may involve:

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absence of intimate relationships in an individual's life);
- Physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching);
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);
- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils;

**Bullying focused on religion, culture or family background** may involve:

- Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference;
- Comments, web postings etc. that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group at the School;
- Pejorative religious or cultural descriptors (e.g. "Moslem terrorist", "Pakki shopkeepers");
- Gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

**Electronic or Cyber-bullying** may involve:

- Sending abusive, insulting or malicious text messages;
- Sending abusive, insulting or malicious e-mails;
- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.;
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others;
- Indulging in malicious or spiteful conversations in chat-rooms;
- Spreading abuse, malice or scurrilous gossip by other electronic means;
- Hacking into social networking sites and removing personal material;
- Filming fights or assaults (e.g. "happy slapping" clips) using mobile phone cameras and circulating these using cell phone networks or e-mail;
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail;
- "Fraping" (using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.

**Sexting** is the term given to the practice of sharing sexually explicit images or texts (youth produced sexual imagery). It is now a frequent part of teenage life with 13% of 13-18 year olds found to have taken topless photos (3% fully naked), with 55% sharing them with others (31% with someone they did not know). (Statistics from 2016 NSPCC/Office of the Children's Commissioner England study). Circumstances in which pupils might 'sext' one another vary. Where school pupils under 18 years of age are involved this practice is always illegal. .

'Sexting in Schools and Schools: Responding to incidents and safeguarding young people'

UK Council for Child Internet Safety 2016 is the document used by School in dealing with cases of sexting amongst our pupils.

Pupils must also understand that:

- Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences and it causes anxiety;
- Passing on a sexualised image of any person under 18 is a criminal act – it is an action that threatens the recipient **and** one that demeans the person pictured. It is a cause of anxiety;



- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.

The consequences of sexting can be serious for the perpetrator. **It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.**

Children may attempt to justify much of all types of behaviour mentioned above as a ‘practical joke’ or banter rather than as bullying. This misconception must not be accepted.

Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm is a Child Protection concern and will be reported to Bracknell Forest LSCB in accordance with the School Safeguarding and Child Protection policy.

The School is clear with pupils that cases of sexting will be referred to Bracknell Forest LSCB and the Police using the guidelines in the UKCCIS document mentioned above.

### **Signs of Bullying:**

All staff and parents should be aware of the following signs which may indicate that bullying is taking place:

- An unwillingness to return to School from holidays or weekends or becoming anxious as holidays draw to a close
- A change in behaviour such as becoming anxious or withdrawn
- Expression of anxiety about their appearance; their clothing, hair, body shape etc.
- Changing established habits which may indicate that they are trying to avoid doing something or going somewhere
- Returning home or complaining about damaged belongings or possessions
- Asking for significant increases in pocket money
- A sudden drop in academic performance
- Becoming aggressive or unreasonable, or becoming excessively eager to please
- Starting to bully siblings or other children
- A drop in self-confidence, displaying repressed body language and may begin stammering or stuttering
- Choosing the company of adults in preference to their peers
- May deliberately start to miss commitments or lessons
- A reduced interest in personal hygiene or grooming
- Physical signs, such as unexplained bruises or cuts
- Difficulty sleeping or nightmares
- Running away
- Suicidal ideation

## **APPENDIX C: GUIDANCE TO STAFF ABOUT BULLYING**

## **PROCEDURES:**

### **Suspensions of bullying**

Pupils who are being bullied may show changes in behaviour. All staff should be aware of the possible implication of such behaviour change and report promptly any suspicions of bullying to the pupil's HOY straight away. Parents, too, should be aware of the possible implication of such behaviour change: they may wish to discuss their observations with their child or may choose to report any suspicions to the pupil's HOY.

When a HOY is advised of suspicions that a pupil is being bullied, they will always inform the Deputy Head Pastoral. The HOY will also:

- Make a note of the reported suspicion on the pupil's Engage daybook. Depending on the nature of the concern, the HOY may also make a note on MyConcern;
- Make appropriate enquiries about the concern raised, speaking to relevant parties, making a note of the results of those enquiries on the pupil's file.
- Speak to the pupil directly if appropriate, carefully considering how the conversation will be approached;
- Alert the pupil's tutor to the report and the result of subsequent enquiries;
- Alert the Deputy Head Pastoral and Boarding if appropriate;
- Remind all parties alerted that they should inform the pupils distribution list of any grounds for persisting or developing concerns.

If the pupil acknowledges that they are being bullied, the member of staff will follow the procedure outlined above and liaise with the Deputy Head Pastoral and Boarding about next steps.

If the pupil denies that they are being bullied, the member of staff will consider alerting some (or all) of the following of the need to keep a quiet eye on the pupil: subject teachers, sports coaches, drama and music teachers, staff at the Health Centre, the Chaplain, Counsellor and the Head of House. If the pupil's denials are unconvincing a particularly close watch should be kept on the pupil and the concerns should be shared with the pupil's parents.

### **Disclosure of Bullying**

Should a disclosure of bullying be made to any member of staff, the person hearing the disclosure must:

- Always take what is said seriously;
- Not promise to keep confidentiality;
- Reassure the pupil;
- Determine what action the pupil would like to see taken;
- Explain what will happen next
- Ensure that the pupil feels safe and is not in danger of significant harm;
- Once the initial disclosure is concluded, make a record of key points disclosed: what happened, who was involved, who saw what happened, where it happened, previous occasions when it has happened;

- Pass the record of the disclosure (signed and dated) to the Deputy Head Pastoral and Boarding.

The member of staff will always inform the Pastoral team and:

- In cases where serious bullying is disclosed, ring the pupil's parents as soon as possible explaining what has come to light, and outlining the way matters will be taken forward;
- Go through the recorded disclosure with the pupil, making sure it is both full and accurate, and discussing any other thoughts the disclosure has brought to mind;
- Evaluate the pupil's emotional state, reassuring her that it is always right to disclose bullying and give priority to stabilising the pupil's emotions;
- Contact the Deputy Head Pastoral and Boarding to discuss the way in which the issue will be taken forward.
- Seek (working with the parents if appropriate) to develop support for the victim, calling upon some (or all) of the following: tutor, teachers, Chaplain, School Counsellors, Health Centre, Deputy Head Pastoral and Boarding. Ongoing discussion to support and monitor the state of the victim will be essential. The HOY/ Tutor must speak regularly to the pupil over the next few days and weeks to see how they are feeling and should make a written note of each conversation.

The Pastoral team (Assistant Head (Pastoral and Boarding) and Deputy Head (Pastoral and Boarding)) will:

- Examine the written records of the disclosure and may discuss matters further with the pupil;
- Interview those alleged to have bullied the pupil. The HOY/ tutor attending the interview with the pupil will keep notes of the meeting;
- Determine any punishment that is appropriate in consultation with the pupil's tutor. In addition to formal punishment, the pupil(s) involved may be required to accept counselling or anger management counselling or be required to take part in a restorative justice reconciliation meeting.

### **Disclosure to a member of the School Counsellor, Chaplain or Health Centre team**

The School Counsellor, Chaplain and staff in the Health Centre are bound by considerations of confidentiality. They may encourage pupils to repeat disclosures of bullying to their HOY or offer to speak of the disclosure on the pupil's behalf. Where a pupil's safety is in question, the concern must be reported to the DSL for Safeguarding in accordance with the School safeguarding policy.

### **Witnessing bullying**

A member of staff who witnesses an incident clearly involves bullying must deal with the incident immediately and directly.

A teacher will:

- **NEVER IGNORE** any behaviour that is clearly bullying;

- **CHALLENGE** the behaviour
- Explain how bullying behaviour might cause injury and ensure that the pupil is clear that such behaviour is never to be repeated;
- Report the incident to the HOY of those involved noting any sanctions applied;
- If satisfied that the incident involved intentional bullying, report it also to the AHPB/DHPB.

## APPENDIX D: ANTI-BULLYING EDUCATION

The School will raise awareness about the anti-social and harmful effects of bullying and unkindness through the PSHEE and Flourishing programme, School assemblies, chapel and tutorials.

- The Deputy Head (Pastoral & Boarding) (DHPB) is responsible for initiating and developing, with the PSHEE subject lead;
- HOYs are responsible for ensuring that they repeatedly reiterate the message of anti-bullying in their meetings and tutorials, tailoring a message to suit a particular circumstance / incident which might have occurred;
- House staff are responsible for ensuring that they reiterate the message of anti-bullying in their meetings, particularly if an incident has taken place in that year group;
- Subject leaders are responsible for identifying areas within the subject curriculum that offer opportunities for the discussion of material that may be significant in situations where bullying could arise (e.g.: *race* in Geography and History; *sexual orientation* in Biology; *culture* in Religious Studies). The pedagogic methodology used in all departments should be developed to foster positive relations between all people;
- Teachers must exploit every opportunity to promote the School's anti-bullying strategy, within the house and classroom. They must not avoid the discussion of bullying when it is pertinent (but must consider carefully the most appropriate strategy for developing any discussion).

Throughout the curriculum it is expected that classroom organisation and management promote cooperative activity and discussion among pupils. All teachers responsible for ensuring that pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own opinions.

## APPENDIX E: ADVICE TO PUPILS

Anti-bullying advice to pupils is published on the school website and advertised around the school and is reviewed annually.

### Stop Bullying - your action:

Bullying will exist as long as you remain silent. If you are being bullied, or observe someone else being bullied, there are various things you can do:

- ☐ Talk to someone: your HOY; your tutor; a prefect; another adult in the community e.g. the Chaplain; a School Counsellor; a friend; a peer mentor; your parents;
- ☐ Write down the information, put it in an envelope, and post it in the suggestions box in the Year area;

Remember:

- ☐ Do not be intimidated by a bully saying it will be worse for you if you report bullying;
- ☐ When someone else is being bullied or in distress, take action. Watching and doing nothing suggests support for the bully; being silent makes you complicit in that bully's actions;
- ☐ Do not tolerate a bully in your circle of friends;
- ☐ Always treat others as you would like to be treated yourself. Remember that calling someone names or incessant teasing **is** bullying. Do not become a bully yourself.

If you feel that you are being subject to bullying and repeated unkindness follow these hints:

- ☐ Try to stay in areas of the School where there are plenty of other people. Bullies don't like witnesses;
- ☐ If you are hurt at School, tell a member of staff immediately and ask for it to be written down;
- ☐ If you have a mobile phone, be careful whom you give your number to. If you receive threatening phone calls, voicemails, text-messages or emails then tell your HOY and do not delete them. It is a criminal offence to send offensive or threatening messages and if it continues, it can also amount to harassment. The Police can, and do, take action.
- ☐ You must speak to your HOY if abusive things about you are published on social networking websites and/or message boards;
- ☐ If you see anyone else being bullied, **tell someone about it**. Don't be tempted to try and sort it out yourself. Remember, people who are being bullied need friends so if you can help someone who is unhappy please do so and report it to a member of staff.

### Understanding bullies

If people are making nasty remarks about you then it may be because they are jealous or insecure. The bullies work out what buttons to push to make you upset. They may make remarks about:

- ☐ Your weight;
- ☐ Your looks;
- ☐ The clothes you wear;
- ☐ The colour of your hair;
- ☐ The sound of your voice;
- ☐ Your family;
- ☐ Your School work;
- ☐ Your ethnic background;
- ☐ If you have a disability;
- ☐ If you are a different colour;
- ☐ Or simply if you are 'different' in some other way.

Do not simply ignore their remarks; they will feel that they are getting away with it and will continue. Consider responding by saying "I don't have to accept that and if you say it again I will tell someone."

If there's a ring-leader, then it's possible that other people who used to be your friends will avoid being seen with you. They could be worried that if they go around with you they'll get bullied in the same way. Try talking to them individually to try and understand what's going on.

To have friends you also need to be a friend, and you can do that by trying to be open and friendly with people. This isn't always easy because sometimes the people you are nice to aren't nice back. People love talking about themselves so if you come across as a good listener then people will enjoy your company.

### **Body Language**

Think about the last time you walked around School. How did you feel? Confident and powerful? Or timid and worried? And how did you look to other people? Were you striding out purposefully with your head up, looking forward, or were you trying to make yourself look insignificant in the hope that the bullies wouldn't spot you?

Body language tells us a lot about other people. If you're trying not to be noticed and looking at the ground it can make you more noticeable. You look defensive and vulnerable. If you step out boldly you may not be very confident, but you'll certainly look it.

### **Help**

There are many avenues of support that you can access both inside and outside of School. These can be found on the next page of the diary and also on posters in your houses. There are specific websites that you can also get information from such as:

Bullying UK: [www.bullying.co.uk/](http://www.bullying.co.uk/) and the anti-bullying alliance: [anti-bullyingalliance.org.uk/](http://anti-bullyingalliance.org.uk/)

## **APPENDIX F: CYBER-BULLYING POLICY**

This is a whole school policy and applies to all pupils and staff

This policy should be read in conjunction with the Anti-bullying Policy, the Mobile Phone and Portable Device Policy, the Promoting Positive Behaviour Policy, the Safeguarding and Child Protection Policy and the Pupil Code of Conduct. It is written with regard to the DfE publications:

- ☐ DfE advice Cyberbullying: Advice for headteachers and school staff (2014)
- ☐ Advice for parents and carers on cyberbullying (2014).

The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

### **Definition**

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Cyberbullying is bullying that takes place using electronic technology. It is an aggressive, intentional act carried out by a group or individual, repeatedly and over time against a victim who cannot defend themselves.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Other forms of Cyber-bullying can include:

- Name-calling, threatening and abusive texts;
- On-line harassment;
- Public postings of nasty messages or pictures;
- Manipulation of peer opinion on social network sites;
- Exclusion, for example, by not accepting someone as a Facebook 'friend';
- Hacking into someone's computer;
- Identity "borrowing" – pretending to be someone else online.

### **Significance for Victims**

Cyber-bullies can have a far greater impact than many other forms of bullying because:

- The bully is potentially anonymous;

- Upsetting messages/images can be broadcast to a huge audience (increasing the impact of the bullying);
- Upsetting message/images can be widely disseminated at speed, repeatedly and by different people;
- The bullying cannot be escaped: cyber-space is open 24/7;
- Pupils who would not normally take part in bullying behaviour may be enticed into bullying in this way, initially by being drawn in as accessories of others' activities (e.g. by passing on an image received on a mobile phone from the primary bully).

On the positive side, cyber-bullies leave a trail and it is possible in many cases to gather evidence of the bullying activity a victim has experienced.

In very serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact and can be viewed by a number of different people, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

### **Cyberbullying and the Law**

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**Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.**

#### **Education Law:**

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

#### **Civil and Criminal Law**

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

#### **Preventing Cyberbullying**

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

#### **Significance**

Cyber-bullies can easily break the Law. There are a number of offences (both civil and criminal) that may be committed in the course of cyber-bullying. Some may be covered by more than one piece of legislation.



- **Obscene Publications Act 1959** makes it an offence to “publish” an obscene article (which can include written material, photographs or films). Publishing includes circulation, showing or transmitting the article;
- **Protection of Children Act 1978** makes it an offence to **take** an indecent photograph<sup>1</sup> (or film) of a child. It is also an offence for someone to **distribute or show** such images or to have them in his **possession** with the intention of showing them to himself or others;
- **Public Order Act 1986** makes it an offence to use threatening, abusive or insulting words, behaviour and images with the intention to cause harassment, alarm or distress. This can apply where mobile phone is used as a camera or video;
- **Malicious Communications Act 1988** makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that they should cause them distress or anxiety;
- **Computer Misuse Act 1990** makes hacking an offence;
- **Protection from Harassment Act 1997** creates both civil and criminal offences of harassment. Harassment is defined as a course of conduct which causes alarm or distress. This means that there must be repeated incidents (more than twice). It is also an offence to cause another person to fear, on at least two occasions, that violence will be used against them;
- **Communications Act 2003** makes it an offence to send a grossly offensive, obscene, indecent or menacing communication. There is also an offence of sending a message that is known to be false for the purposes of causing annoyance, inconvenience or needless anxiety.

School is mindful of Government Guidance recommending that schools should contact the Police if they believe the law has been broken. Pupils must understand that the consequences of being prosecuted for such offences can be far-reaching. Convictions for some of these offences may carry the requirement to sign the **Sex Offenders Register** and even cautions for such offences may in future affect the ability of the offender to enter a career working with children or “vulnerable adults” as the offence will appear on their DBS check.

The law of defamation is also relevant. Someone who publishes material which is damaging to the reputation of an individual might be sued for compensation.

Young people who use their mobile phones or other devices to record physical attacks can also be prosecuted as accessories to serious criminal offences.

## **Roles and Responsibilities**

**The Deputy Head Pastoral and Boarding who is also the Designated Safeguarding Lead** will take overall responsibility for the coordination and implementation of cyberbullying prevention and response strategies. The Deputy Head will

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school’s Anti-bullying Policy, the Mobile Phone and Portable Device Policy, Promoting Positive Behaviour Policy and Safeguarding and Child Protection Policy.

- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training (using [HM Government prevent e-learning training](#)) so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk. The Deputy Head is also the Designated Prevent Lead.
- ensure that parents/carers are informed and attention is drawn annually to the cyberbullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Cyberbullying Policy is available at all times on the school website
- ensure that all parents/carers and pupils have access to the Cyber-bullying advice sheet. This is available at all times on the school website.
- ensure that at the beginning of each term, cyberbullying is revisited as part of the pupil induction and pupils know how to report a concern. (to someone on their safety circle, Childline or the thinkuknow website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct and IT Acceptable Use Policy.

#### **The Head of Computing will**

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide annual training for parents/carers on online safety and the positive use of technology
- ensure the school's Acceptable Use Policy, Guidelines for Staff when Children are using Digital Devices, Children's Use of Digital Devices and are reviewed annually
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support PSHEE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

#### **The IT Support and Development Manager will**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses a third party web-proxy solution to filter all internet access. The internet filter records access to prohibited sites which enables the IT Support and Development Manager to report issues immediately to the Designated Safeguarding Lead.

- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

#### **The Bursar will**

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

#### **The School Governors will**

- appoint a governor in charge of safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. This includes reviewing filtering and monitoring systems, on an annual basis, or more frequently, to assure themselves that pupils are appropriately safeguarded.

#### **Expectations of Pupils**

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It is expected that pupils will report instances of cyber-bullying; failure to do so may be construed by the School as evidence of complicity in the behaviour. Pupils should report suspicions as well as confirmed facts.

Reports can be made to any member of staff, including:

- Verbally to HOYs, HMs, tutors and other teachers or non-teaching staff;
- Other pupils, such as House Prefects or a Peer Mentor;
- Via email or in person to the AHPB or DHPB

#### **School Response**

- The misuse of ICT technology is subject to the school's disciplinary policy;
- The School reserves the right to monitor pupils' use of the Internet on a routine basis and to examine mobile phones and computer memory where there is reason to suspect abuse;
- Pupils will be held personally responsible for all material they have placed on a web site and for all material that appears on a website of which they are the account holder;
- Sanctions may include confiscation of mobile phones or laptop computers, or restrictions on the use of the School network or the internet, but may also involve Fatigues, Rustication, Suspension or Expulsion.

School is mindful of its duty to combat cyber-bullying activity by pupils even when they are not present on the school campus thus:

- The misuse of ICT technology outside the School will be subject to School discipline if the welfare of other pupils or the culture or reputation of the School are placed at risk;
- Pupils will be held personally responsible for material they have placed on a web site even if that material was added when the pupil was absent from the School premises;
- Pupils will be held personally responsible for abuse of the internet or mobile phone technology with any deleterious effect on other members of the School community (whether pupils or members of staff) even if the messages or images were composed or transmitted from outside the School premises.

## **Guidance**

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### **Guidance for Staff**

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

#### **Mobile Phones**

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Deputy Head and Designated Safeguarding Lead immediately and pass them the information that you have

#### **Computers**

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

### **Use of Technology in School**

**All members of the school community are expected to take responsibility for using technology positively.** As well as training, which is offered as part of the Safeguarding updates each term the following is in place:

- All staff are expected to sign to confirm they have read and understood the IT Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct
- All staff are expected to attend the safeguarding or pastoral updates on Focus days or part of the CPD twilight programme
- All National Online Safety resources are available on Microsoft teams offering guidance and advice sheets for staff

### **Guidance for Pupils**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.

- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

### **Guidance for Parents/Carers**

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life. We offer training for parents at our parent forums preceding Parent Teacher meetings and regularly publish advice via leaflets in our Parent bulleting

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact Ms Lou Scott – [lscott@heathfieldschool.net](mailto:lscott@heathfieldschool.net)/ 01344898319 .
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers should attend the school's annual training on online safety delivered by the Head of Computing.

The school will ensure parents/carers are informed of the cyber-bullying policy and cyberbullying leaflet for children and the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

### **E-Safety at Home**

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [Digizen](#)


The following useful publications are on our website:

- [DfE Advice for Parents on Cyberbullying](#)
- [Childnet Cyberbullying Leaflet](#)
- [DfE The use of social media for on-line radicalisation](#)




## APPENDIX G: SUPPORT & ADVICE ABOUT CYBER-BULLYING

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



The Diana Award definition of bullying is "repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Cyberbullying is bullying which takes place online. It can involve anything from sending messages to posting offensive comments to uploading and sharing private or embarrassing photos. It is classed as an indirect form of bullying when compared to verbal or physical bullying, given it usually takes place through a digital device. However, for those experiencing bullying behaviour, the consequences can be just as serious and have far reaching effects.



# What schools need to know about CYBERBULLYING

### 3 KEY ASPECTS OF BULLYING BEHAVIOUR

There are three key aspects of bullying behaviour, namely that it is repetitive, negative and intentional. These behaviours apply both offline and online. Cyberbullying can almost heighten these behaviours, particularly with access to the internet available 24/7 and the different ways in which those displaying bullying behaviour online can target others. The fact that they can also easily hide their identity online can make cyberbullying much more difficult to stop.

### DIFFERENT DEVICES & CHANNELS


Cyberbullying can take place over any device connected to the Internet which allows for two-way communication. This includes mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online. From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.

### WHAT LEADS TO CYBERBULLYING

There is never any justification for cyberbullying and those who display bullying behaviour need to be held to account for their actions. Nonetheless, it can be useful to try and understand some of the factors that may lead young people into bullying behaviour. For example, family issues, personal difficulties and a lack of positive reinforcement may push some young children into bullying others as a form of coping mechanism. Similarly, those exhibiting bullying behaviour may blame their targets for provoking their behaviour in the first place or engage in bullying behaviour as a call for attention if they lack social skills or understanding. Others may view their position as dominant which makes themselves less vulnerable to being bullied or they replicate behaviour they have experienced themselves in the past.

### SIGNS AND SYMPTOMS

Cyberbullying can affect anyone, at any time, at any place. The impacts of cyberbullying can be long-lasting and leave people feeling scared, anxious and lonely. Some of the more obvious signs that those experiencing bullying behaviour might show include weight loss, crying, mood changes, depression and regularly avoiding school. Other symptoms, which might be less obvious to spot and would be difficult to pick up on in isolation, may include changes in body language like hunched shoulders, walking slower or an inability to make eye-contact. In extreme cases, those experiencing bullying behaviour may have unexplained marks or scars which could be evidence of self-harm.



## Tips for School Staff

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#### TAKE A WHOLE SCHOOL APPROACH

In taking a whole approach towards cyberbullying, schools can cultivate a culture that relies on positivity and behaviour that is emulated by ALL members of the school community including staff, support staff, senior leaders, governors and parents and carers.

#### BUILD CONFIDENCE IN DEALING WITH INCIDENTS

This can be achieved by having clear knowledge of what constitutes bullying behaviour, having clear sanctions and courses of action and continually updating your knowledge of safety procedures regarding online and offline incidents.

#### USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE

Ensure you understand what is influencing the behaviour of young people in your community. If schools know what their students are engaging with, it can be easier to develop and implement relevant and effective tactics / strategies to counter cyberbullying issues.

#### UNDERSTAND THE CAUSES OF BULLYING

As previously mentioned, sometimes those who are behind the bullying are in need of support just as much as those who are being targeted. In better understanding the cause of the issue, schools can better position themselves to tackle the problem and also adequately support both those displaying and experiencing the bullying behaviour. Taking a proactive approach means that schools can gear themselves to tackle issues specific to their school environment, rather than treating each case the same.

#### ENSURE ALL STAFF KNOW THEIR ROLES AND RESPONSIBILITIES

All staff have a role to play in educating and supporting children who are affected by cyberbullying, not just those responsible for safeguarding or online safety. Regular training, continuous professional development and clear school policies can help to empower staff in effectively managing any cyberbullying issues and in providing a united staff front on zero tolerance to all bullying behaviour.

### Ask For Help

For further support, advice or guidance to support you students at school, or to sign up to our FREE Anti-Bullying Ambassadors training events, head to [www.antibullyingpro.com](http://www.antibullyingpro.com)

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)   Twitter - @natonlinesafety   Facebook - /NationalOnlineSafety

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<https://nationalonlinesafety.com/>



# LITTLE REMINDERS OF HOW TO BE KIND ONLINE

ONLINE ABUSE CAN HAVE A SEVERE IMPACT ON PEOPLE'S LIVES AND IS OFTEN TARGETED AT THE MOST VULNERABLE. CYBERBULLYING HAS BEEN SHOWN TO HAVE PSYCHOLOGICAL AND EMOTIONAL IMPACT. IN ORDER FOR US TO DEVELOP EMPATHY FOR OTHERS WE SOMETIMES NEED TO MOVE AWAY FROM FULFILLING OUR OWN NEEDS AND THINK ABOUT THE NEEDS OF OTHERS. THIS IS SOMETIMES MORE CHALLENGING ONLINE BECAUSE WE CANNOT SEE THE PERSON, CONNECT WITH HOW THEY FEEL NOR INTERACT FACE TO FACE.

THIS GUIDE WILL HELP YOU TO BE MORE CAREFUL ONLINE AND IS SUITABLE FOR ANY ENVIRONMENT I.E. GAMING, MESSAGING AND SOCIAL MEDIA. IT WILL HELP YOU TO UNDERSTAND THE IMPORTANCE OF SHOWING KINDNESS AND HOW TO DEVELOP EMPATHY ONLINE.

## TOP TIPS FOR EVERYBODY

## #WAKEUPWEDNESDAY

### UNDERSTAND WHAT 'EMPATHY' IS

EMPATHY IS THE SKILL OF RECOGNISING, UNDERSTANDING AND CARING ABOUT ANOTHER PERSON'S FEELINGS AND TAKING ACTION TO HELP. THIS IS TRICKIER ONLINE BECAUSE RECOGNISING AND IMAGINING HOW ANOTHER PERSON FEELS IS HARD WHEN WE ARE NOT WITH THEM FACE TO FACE. WHEN WE TRY AND UNDERSTAND HOW SOMEONE FEELS THROUGH WORDS ALONE, IT CAN LEAD TO CONFUSION OR A MISUNDERSTANDING.



### FEEL, SEE AND UNDERSTAND

IF WE IMAGINE OURSELVES IN THE SITUATION OF ANOTHER PERSON, WE TAKE ANOTHER STEP DOWN THE PATH OF EMPATHY. IT DOESN'T MEAN AGREEING WITH THE OTHER PERSON, BUT IT MEANS UNDERSTANDING HOW THEY FEEL. IF YOU FEEL YOURSELF BECOMING DETACHED AND UNCARING PERHAPS DEVELOP A MENTAL PICTURE OF THEM, SO YOU CAN IMAGINE THEM AS REAL PERSON AND NOT JUST A BUNCH OF WORDS. IF YOU KNOW THE PERSON, CONSIDER A VIDEO CHAT OR VIDEO CALL.

### # DEVELOP SELF EMPATHY

ALTHOUGH WE TEND TO SHOW THE BEST OF OUR LIVES THROUGH SOCIAL MEDIA, THE REALITY IS WE ARE NOT ALL PERFECT. HAVING EMPATHY FOR OTHERS MEANS WE NEED TO ALSO HAVE SELF EMPATHY. IF WE UNDERSTAND THAT WE ARE NOT ALL PERFECT, INCLUDING OURSELVES, WE CAN FIND KINDNESS.



### ★ OFFER HELP ★

ACCORDING TO DR DAN SEIGEL, A CLINICAL PROFESSOR OF PSYCHIATRY, BEING KIND IS REALLY ABOUT RESPECTING EACH OTHER'S VULNERABILITY AND WANTING TO HELP. SO, WHEN SOMEONE IS SHARING THAT THEY ARE STRUGGLING OR FINDING LIFE HARD, OFFER HELP, EVEN IF THE HELP IS A LISTENING EAR OR SAYING, 'I CAN UNDERSTAND YOU WOULD FEEL THAT WAY, I'M HERE FOR YOU'.



### TRY TO ADD VALUE

CONSIDER, BEFORE YOU COMMENT ON A POST OR IMAGE, HOW CAN I HELP THIS PERSON TO LOWER THEIR SADNESS? HOW CAN I ADD SOMETHING TO IMPROVE THEIR DISTRESS AND HAPPINESS? SHOWING OTHER PEOPLE'S PAIN AS ENTERTAINMENT AS A WAY TO GET NOTICED OR MORE LIKES DOES NOT ADD VALUE.



### BE RESPONSIBLE

THINK TWICE BEFORE YOU ACT. CONSIDER, ARE YOU ACTING ON ANGER, FRUSTRATION OR IN A MOMENT OF JUDGING A SITUATION WITHOUT KNOWING THE TRUTH? ONLINE, IT IS EASY NOT TO HAVE ALL THE FACTS AND REACT TO A SITUATION WHICH IS BEING PORTRAYED.



### UNDERSTAND THE IMPACT OF YOUR WORDS

COMMENTING ONLINE SOMETIMES MEANS THAT WE DON'T ACTUALLY 'SEE' THE IMPACT OF OUR COMMENTS AND WORDS. THIS MEANS IT CAN BE EASIER TO DETACH FROM THE CONSEQUENCES OF OUR ACTIONS. UNKIND COMMENTS DO HAVE CONSEQUENCES AND CAN ADD TO SOMEONE'S DISTRESS AND FEELING ABOUT THEMSELVES.



### DISASSOCIATE FROM PACK MENTALITY

ONLINE, IT IS EASY TO GET CAUGHT UP WITH POSTING NEGATIVE COMMENTS BECAUSE EVERYONE ELSE SEEMS TO BE. GET COMFORTABLE WITH STANDING OUT, AND NOT GETTING CAUGHT UP POSTING NEGATIVELY BECAUSE EVERYONE ELSE IS. EVEN IF THIS MEANS STANDING ALONE AND REMINDING OTHER PEOPLE THAT THEIR BEHAVIOUR IS UNKIND, YOUR COURAGE COULD SAVE A LIFE.

## #BEKIND



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### MEET OUR EXPERT

THIS GUIDE HAS BEEN WRITTEN BY ANNA BATEMAN. ANNA IS PASSIONATE ABOUT PLACING PREVENTION AT THE HEART OF EVERY SCHOOL, INTEGRATING MENTAL WELLBEING WITHIN THE CURRICULUM, SCHOOL CULTURE AND SYSTEMS. SHE IS ALSO A MEMBER OF THE ADVISORY GROUP FOR THE DEPARTMENT FOR EDUCATION, ADVISING THEM ON THEIR MENTAL HEALTH GREEN PAPER.



For further info, check out these  
online resources too

<https://www.themix.org.uk/>

<https://youngminds.org.uk/>

<https://www.mind.org.uk/>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

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What children need to know about

# ONLINE BULLYING



## What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON

## BE KIND ONLINE

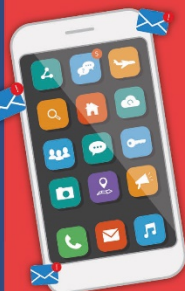
BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



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## Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

## How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



## Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

## Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



## How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR. SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.



## How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



## What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

### What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

- 1. 24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
- 2. The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
- 3. People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
- 4. The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
- 5. Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
- 6. Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

### Cyberbullying and the law.

**Education law:** Bullying is never acceptable.

The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

**Civil and criminal law:** Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.










'I felt that no one understood what I was going through. I didn't know who was sending me these messages, and I felt powerless to know what to do.'

**A pupil**



## How is Technology Used to Bully?

Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.

Technology:	Great for:	Examples of misuse:
 <b>Mobile phones</b>	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
 <b>Instant Messenger (IM)</b>	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
 <b>Chatrooms and message boards</b>	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
 <b>Email</b>	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
 <b>Webcams</b>	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
 <b>Social network sites</b>	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
 <b>Video hosting sites</b>	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
 <b>Virtual Learning Environments (VLEs)</b>	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
 <b>Gaming sites, consoles and virtual worlds</b>	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area.  Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters.  Forwarding unwanted messages to other devices in the immediate vicinity.

## When and How to Contact the Service Provider:

### Mobile phones:

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

#### Contacts:

**O2:** [ncb@o2.com](mailto:ncb@o2.com) or 08705214000.

**Vodafone:** 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.

**3:** Call 333 from a 3 phone or 08707330333.

**Orange:** Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.

**T-Mobile:** Call 150 on a T-Mobile phone or 08454125000.

### Social networking sites

(e.g., MySpace, Bebo, Facebook):

It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They can delete the accounts of those who have broken the rules.

#### Contacts of some social network providers:

**Bebo:** Reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left-hand corner of screen) on every Bebo profile page. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report.

**MySpace:** Reports can be made by clicking on the 'Contact MySpace' link at the bottom of every MySpace page and selecting the 'Report Abuse' option. Alternatively, click on the 'Report Abuse' link located at the bottom of each user profile page and other user generated pages. Inappropriate images can be reported by clicking on the image and selecting the 'Report this Image' option.

**Facebook:** Reports can be made by clicking on the 'Report' link located on pages throughout the site, or by email to [abuse@facebook.com](mailto:abuse@facebook.com).

### Video-hosting sites:

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service.

See [www.youtube.com/t/terms](http://www.youtube.com/t/terms).

### Instant Messenger

(e.g., Windows Live Messenger or MSN Messenger):

It is good practice for Instant Messenger (IM) providers to have visible and easy-to-access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations, and most IM providers allow the user to record all messages.

#### Contacts of some IM providers:

**MSN:** When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.

**Yahoo!** When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.

### Chatrooms, individual website owners / forums, message board hosts:

It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.

Further advice for staff can be found here:

[http://www.digizen.org/downloads/cyberbullying\\_teachers.pdf](http://www.digizen.org/downloads/cyberbullying_teachers.pdf)