Anti-Bullying & Cyberbullying Policy

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Description: This policy outlines the School's approach to combating bullying and cyberbullying.		

> ### *OUR SCHOOL AIMS*
>
> ❖ *To foster intellectual curiosity and a love of learning.*
> ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
> ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
> ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
> ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 INTRODUCTION

1.1 Lingfield College, incorporating Lingfield College Nursery, Lingfield College Prep and Lingfield College Sixth Form (Lingfield College) is committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and completely out of keeping with the school's ethos and aims. Bullying affects the whole school community: pupils, their families, teachers, support staff and governors. By raising awareness and working together we can hope to deal with bullying effectively and send a clear message to all concerned that bullying of any kind will not be tolerated at the school. Unintentional, careless or reckless behaviour can also constitute bullying when it has the same result as intentional actions.

1.2 The school is aware that technology is advancing all the time, and that one of the uses that students might make of instant internet access and having cameras in mobile phones is to bully people online. Cyberbullying typically involves social networking sites such as Twitter, Instagram, ASKFM, Snapchat & Tik Tok, and can also include video sharing apps. Question asking games are of particular concern.

1.3 Pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their condition.

1.4 For more detailed information about the school's approach to Cyberbullying, please see sections 13-17 of this Policy.

2.0 AIMS

2.1 The School aims to produce a safe and secure environment where everyone can learn and work without anxiety, and where measures are in place to reduce the likelihood of bullying.

2.2 This policy supports our school aim to develop self-worth in every student by helping children to stay safe, be healthy and take responsibility for their actions in person and online to ensure that all can enjoy and achieve their learning. This is underpinned by the principles that:

- Everyone in the school takes responsibility for combating bullying

- Victims feel protected and supported

- Those engaged in bullying are encouraged to change their behaviour and their attitudes about bullying

- The bully will offer an apology and other appropriate consequences may take place

- If possible the pupils will be reconciled

3.0 OBJECTIVES

3.1 All Governors, teachers, non-teaching staff, parents and pupils have an understanding of what bullying is.

3.2 All Governors, teaching and non-teaching staff will know what the school policy is on bullying and follow it when bullying is reported.

3.3 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

3.4 As a school we take bullying seriously: pupils and parents should be assured that they will be supported when bullying is reported.

3.5 All staff, pupils and parents should know that bullying is unacceptable and will not be tolerated.

3.6 The key message will always be prevention: by teaching pupils that everyone in our school has the right to feel safe and happy, and that bullying of any kind will not be tolerated.

4.0 WHAT IS BULLYING?

4.1 Bullying can be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal and emotional means (excluding, tormenting or spreading malicious rumours. It can be done subtly or in an overt and intimidatory way. It may occur directly or via cyber-technology (social media, mobile phones, texts, photographs and emails). It can also involve manipulating a third party to tease or torment someone, or can involve complicity that falls short of direct participation.

4.2 Bullying may involve actions or comments that are racist, sexual /sexist, homophobic, or mock someone for their religion, cultural background, special educational needs, disability or particular aspects of someone's appearance, such as hair colour, glasses, acne or body shape. It can happen anywhere and at any time, as a one-off action or repeated actions, and can involve anyone in the school. One person or a group can bully others. It is not confined solely to relationships between young people. Verbal and emotional bullying in particular may occur between staff or between staff and parents. All members of the school community have a responsibility to prevent such occurrences of bullying from taking place.

4.3 The DfE document 'Preventing and Tackling Bullying' (July 2017), indicates that the problems caused by bullying constitute a Safeguarding risk:

When there is 'reasonable' cause to suspect that a child is suffering, or is likely to suffer, significant harm, a bullying incident should be addressed as a child protection concern under the Children Act 1989

'Preventing and Tackling Bullying' (July 2017)

4.4 If two children do not like each other or just do not get on and are of equal power or strength, it does not mean that bullying has occurred – they may simply have had a disagreement that has escalated.

4.5 The DSL keeps a record of known bullying incidents and discusses them on a termly basis with the Safeguarding governor and the Chair of Governors.

4.6 All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

5.0 PEER-ON-PEER ABUSE

5.1 Peer on Peer Abuse refers to a range of types of abuse perpetrated by a child on another child, including cyberbullying, sexual violence, sexual harassment, physical abuse, gender-based violence, sexting (also known as 'youth-produced sexual imagery') and initiation/ritualistic types of violence (also known as 'hazing').

5.2 Abuse should never be tolerated or passed as mere 'banter' or 'having a laugh'.

5.3 In the event of disclosures about pupil-on-pupil abuse, all the children involved, regardless of their role in the abuse, are treated as being 'at risk'.

5.4 Any serious or criminal allegation should be referred to local agencies and the Police. It is also the case that a bullying incident may be treated as a child protection incident where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In these situations the DSL should be informed at the earliest possible opportunity.

6.0 PEER-ON-PEER SEXUAL ABUSE

6.1 Staff recognise that children are capable of sexually abusing their peers, and there may be times when a pupil's behaviour requires a response under child protection rather than anti-bullying procedures. In such cases, the usual Safeguarding procedures should be followed.

6.2 Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

6.3 Responding to reports of sexual violence or harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Ultimately any decisions will be made on a case-by-case basis, and will involve taking advice from external agencies such as Children's Services.

6.4 The process for responding to a report of child sexual violence is the same as that *'What to do if Someone Discloses Abuse'* on p15-16 of this document. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6.5 The starting point of any report will always be that sexual violence and harassment is unacceptable and will not be tolerated at the school. It is crucial that staff do not pass off allegations of sexual violence as 'banter', 'part of growing up' or 'having a laugh'.

6.6 Keeping Children Safe in Education 2020 states 'Challenging behaviours (potentially criminal in nature) include actions such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, as well as upskirting, which typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Dismissing or tolerating such behaviours risks normalising them.' (KCSiE 2020)

6.7 Further example of Sexual Harassment can include:

- Sexual comments, jokes, stories; lewd comments; remarks about clothes & appearance; sexualised name-calling

- Sexual 'jokes' and taunting

- Physical behaviour such as deliberately brushing against someone or interfering with their clothes

- Displaying images of a sexual nature

- Online sexual harassment, such as sharing sexual images and videos; sexualised online bullying; unwanted sexual comments including on social media

- Sexual exploitation: coercion and threats

- Upskirting

6.8 The DSL will need to make an immediate risk and needs assessment, working on a case-by-case basis to consider the needs of both the victim(s) and the alleged perpetrator(s) as well as the other students and staff (where appropriate) and will decide on the measures to put in place to support all parties. This assessment will be kept under review. The wishes of the victim will be carefully considered in terms of how they wish to proceed, and all staff should act in the best interests of the child.

6.9 In order to more fully determine the nature of the incident, the following factors should be given consideration:

- Equality: consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- Coercion: the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

  - Consent: agreement including all the following:

  - Understanding that is proposed based on age, maturity, development level, functioning and experience

  - Knowledge of society's standards for what is being proposed

  - Awareness of potential consequences and alternatives

  - Assumption that agreements or disagreements will be respected equally

  - Voluntary decision

  - Mental competence

6.10 Depending on the individual case, it may be managed in a range of ways as detailed in Part 5 of *Keeping Children Safe in Education* 2020:

- Managed internally
- Early Help
- Referral to Children's Social Care
- Report to Police

6.11 The School will not wait for either the start or the outcome of a police investigation before acting to protect the victim, alleged perpetrator and other children at the school.

6.12 The alleged perpetrator should be removed from any classes that they share with the victim, and part of the DSL's risk assessment should include arrangements for keeping the victim and alleged perpetrator apart on school premises and transport (where relevant). These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

6.13 The DSL and the senior team working on the case will bear in mind that the victim may not disclose the whole picture immediately, but may instead be more comfortable providing information piecemeal. Because of this, it is essential to maintain good communication throughout the process and to provide ongoing support. A trusted adult of the victim's choosing (such as their Head of Year) will be allocated to them to talk about their needs.

6.14 A victim of sexual violence is likely to be traumatised and may struggle in a normal classroom environment. Where appropriate, the school can provide individual counselling and/or a reduced timetable if the victim finds it difficult to attend school full-time; the school will to everything reasonably possible to support the victim, particularly in the case of repercussions from making the disclosure. If the victim decides to move to another school, the DSL will inform the new setting of the situation so that appropriate support can be put in place before his/her arrival.

6.15 In terms of supporting the alleged perpetrator, their age and developmental stage will be taken into account when deciding on a particular strategy, together with the risk they pose to the victim and other pupils at the school.

6.16 Any child is likely to experience stress as a result of being the subject of allegations and/or negative reactions by peers; harmful sexual behaviour in children may be a symptom of either their own abuse or exposure to abusive practices or materials. Advice will be taken as appropriate from Children's Services, specialist sexual violence services and the Police.

6.17 If the alleged perpetrator moves to another school, the DSL will tell her counterpart at the new setting about ongoing support needs and, where appropriate, potential risks to other children and staff

6.18 Further details on managing cases of child sexual violence and harassment can be found in the DfE document Sexual Violence and Sexual Harassment between Children in Schools and Colleges. Information and advice is also available in the Sussex document Working with Sexually Active Young People. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents - Assessment Consultation Therapy

7.0   RACIST INCIDENTS

7.1   The School policy on racist incidents is set out in the Equal Opportunities and Racial Equality Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

7.2   The DSL keeps a record of racist incidents and discusses them on a termly basis with the Safeguarding Governor and the Chair of Governors.

8.0   THE POTENTIAL SERIOUSNESS OF BULLYING

8.1   Bullying is not a specific criminal offence, although there are criminal laws which apply to harassment and threatening behaviour, but the consequences of bullying on the bullied should in no way be underestimated or minimised. Bullying causes a wide range of emotional effects, from lack of confidence to psychological damage, and potentially to suicide.

8.2   Under the section entitled 'Criminal Law' in the DfE 'Guidance on Preventing and Tackling Bullying' details are given about the potential implications of serious incidents of bullying:

'Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988.Any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of offence if their purpose in sending it was to cause distress or anxiety to the recipient.

'Preventing and Tackling Bullying' (July 2017)

9.0   RECOGNISING THE SIGNS OF BULLYING

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

- A reluctance to attend school & erratic patterns of attendance or lateness

- Frequent visits to the Medical Room with symptoms such as stomach pains or headaches

- Becoming very anxious, quiet & withdrawn

- Loss of confidence

- Handing in work that has been copied or damaged by others

- Property (eg. bags, sports kit, pencil cases) suddenly go missing or are damaged

- Loss of interest in activities, sports or hobbies that they had previously found enjoyable

- Unexplained cuts and bruises

- Difficulty in sleeping at night

- Talking of suicide or running away

9.2   Characteristics of Sexual Bullying:

- Comments about appearance & attractiveness
- Cyberbullying
- Upskirting
- Sexting
- Sending pornographic material
- Graffiti with sexual content
- Sexual innuendoes or propositions
- Abusive name-calling
- At its worst, sexual assault or rape

9.3   Characteristics of Homophobia:

Generally homophobic bullying is like any other sort of bullying, but may include

- Verbal abuse
- Spreading rumours about a student's sexuality
- Physical abuse, including threatening behavior, hitting, punching, kicking and sexual assault
- Cyberbullying – using the internet to spread rumours about someone or exclude them

9.4   Characteristics of Racism:

- Verbal abuse – name calling, racist jokes, offensive mimicry
- Physical threats or attacks
- Bringing racist leaflets, magazines or documents into school
- Inciting others to behave in a racist way
- Racist graffiti or written insults

10.0 PROCEDURE IF BULLYING IS SUSPECTED

10.1   If staff are concerned about an incident, no matter how minor it may appear, they are encouraged to discuss it with the relevant Tutor, Head of Year and Deputy Head (Pastoral) in Lingfield College or a Class Teacher, Key Stage Leader, or the Head at Lingfield College Prep and log the concern on our Safeguarding software MyConcern.

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

10.3   Children should consult whoever they feel comfortable with, eg a trusted adult or responsible pupil.

10.4   Friends of the victims should be encouraged to come forward if necessary. If they act in good faith, these friends will always be supported.

10.5   Heads of Year or Form teachers in Lingfield College / Class teachers, Key Stage Leaders in Lingfield College Prep may consider running assemblies or PSHE sessions on anti-bullying, focusing on how to support friends if an incident arises.

10.6 In the first instance parents should consult the Class Teacher, Key Stage Leader, Head of Lingfield College Prep, Form Tutor or Head of Year if they have any concerns about an incident of bullying.

11.0 PROCEDURE IF BULLYING IS SUSPECTED WITHIN THE FOUNDATION STAGE

11.1 If a parent or a member of staff has a bullying concern within the Foundation Stage (FS) they will be asked to speak to the child/children's Class Teacher first.

11.2 The Class Teacher will record this information and inform the FS Leader and the whole team.

11.3 The child/children will be watched very closely for a short period of time.

11.4 The Class Teacher will then arrange a meeting with the parent who had the initial concern. During the meeting the Class Teacher will report to the parent about the outcomes they have concluded from a range of observations. A plan of action will then be put in place.

11.5 Parents of all the children that are concerned will be informed about the situation and will also be made aware of the actions that will be put in place.

12.0 DEALING WITH A REPORT OF BULLYING

12.1 The member of staff or senior pupil should reassure the pupils involved and will inform the appropriate pastoral staff, such as Deputy Head (Pastoral), Head of Year or Tutor in Lingfield College, or Class Teacher, Key Stage Leader or Head of Lingfield College Prep. The incident must also be logged on MyConcern. However, in cases where a child is at risk it may be appropriate to refer to the Designated Safeguarding Lead (DSL) immediately.

12.2 The victim must be given the time and opportunity to speak, and will be asked to write down their account of events where possible.

12.3 Any witnesses will be interviewed and if possible asked to write their own views on what happened.

12.4 The perpetrator should be interviewed individually and asked to write down or describe their version of events. This is dependent on age and maturity.

12.5 In each set of interviews, the staff should record the incident precisely. Individual records must be based on fact and not include speculation or hearsay unless they can be verified.

12.6 The evidence collected should be discussed with the relevant members of the Pastoral Team and Senior Staff, including the Headmaster, after which an appropriate sanction will be given (please see Behaviour Management Policy).

12.7 In serious cases, suspension or even expulsion may be considered.

12.8 The meeting should conclude with an agreement on how the pupil is going to behave towards the victim and others generally. Both the perpetrator and the victim may be advised to see the Lingfield College Counsellor or may be directed to other forms of support where needed. Strategies may be discussed to consider ways in which both parties can receive help.

12.9 An apology should be obtained from the bully to the victim where appropriate for some degree of closure.

12.10 The Head of Lingfield College Prep and Lingfield College Deputy Head (Pastoral) each keep a record of bullying incidents for the purpose of spotting trends, identifying problems and monitoring them. Any incidents of bullying are recorded on the Bullying Log/MyConcern if appropriate, Incident Log and added to iSAMS. The Bullying log is shared with the Governors on a termly basis, and care is taken to monitor the data for particular patterns of behaviour or repeated offences.

12.11 Parents should be informed of serious cases of bullying and may be asked to come to a meeting to discuss the problem.

12.12 If necessary and appropriate, police and/or Children's Services may be consulted if there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

12.13 On an individual level, a time may be set to meet the victim and perpetrator and review the situation, which will have been closely monitored by the Deputy Head/Year Head and Staff in the SS, or Class Teacher, Key Stage Leader and Head of Lingfield College Prep. The follow-up will provide an opportunity for the teacher to assess whether the particular strategies were successful or not.

12.14 The victim should be interviewed at a later stage by the pastoral team as appropriate to check that the situation has improved, and if necessary to remind them that revenge is inappropriate. They should be offered appropriate support where needed.

12.15 Dealing with a report of bulling in the Foundation Stage:

- Children will have friendship stories read to them.

- Role play games around feelings will be introduced and discussions about how to manage their feelings will be put in place.

- Child/children will be shadowed and spoken to as soon as a situation arises.

- Parent/parents will be kept informed on a regular basis.

13.0 PREVENTION

13.1 All children from Reception to Year 6 are given a leaflet about bullying when they start the school. This contains advice and useful website addresses and telephone numbers, e.g. Childline 0800 1111, www.childline.org.uk. These websites also have useful advice for teachers.

13.2 All staff should encourage self-esteem – both through the reward system and by praising students.

13.3 Regular discussions of school policy at Staff Meetings and appropriate INSET will raise awareness of the issues for staff so that they will take action to reduce the risk of bullying at times and in places where it is most likely to take place.

13.4 The classroom ethos should promote respect for the individual, e.g. classroom rules which forbid anti-social behaviour.

13.5 Childline posters are displayed around the school, including the pupils' toilets.

13.6 The School Counsellor in Lingfield College is an integral part of the school's pastoral support provision, and provides specialist skills of assessment and counselling. The Counsellor is available to give confidential advice and support to pupils who can refer themselves to her with social, emotional or behavioural concerns. Staff can also refer pupils.

13.7 Other strategies include:

- Implement classroom strategies and discuss the definition of bullying

- Suitable times for discussion include:
    - Lingfield College Prep: circle time, PSHE & Citizenship
    - Lingfield College: Form period, PSHE, Assemblies (Whole School or Year), School Council Meetings, Pupil Focus Groups
- Through the curriculum it is possible to explore issues about bullying, e.g. Drama, English, MFL
- Restricting access to certain internet sites

13.8 Implement whole school strategies, such as Assemblies, Talks by visiting speakers (eg. Police, e-Safety talks etc), Pupil Code of Conduct (available on Firefly) buddy schemes and peer mentoring. Workshops and talks about e-Safety and the dangers of the internet and social networking are given to pupils from Year 5 onwards. Parents are also regularly invited to talks by external speakers, and training is given to staff. Parents will be informed by email of concerning trends to be aware of, e.g. Snapchat show and tell game.

13.9 During breaks and lunchtimes, staff on duty supervise playground areas, classrooms, corridors, locker rooms and the dining room, and are encouraged to be proactive in their presence around the school.

13.10 In both Lingfield College and Lingfield College Prep, regular Pastoral Bulletins are sent to all teachers, teaching assistants & other relevant staff which highlight any pupils who need close monitoring or where there are concerns about their behaviour.

13.11 In Lingfield College Prep Year 5 Playground Pals may assist pupils with any social issues on the Key Stage 1 playground. Discussion boxes are put in each classroom in Key Stage 1 & 2 so that support and advice can be given in classroom discussions or personally.

13.12 In Lingfield College, a Worry Box is placed outside the Office which is checked regularly.

13.13 On Firefly there is an online worry box, pupils can log any concerns they have about themselves or another pupil anonymously and these are monitored daily by the Deputy Head Pastoral in Senior School.

13.14 Pupil Focus Groups:

- At Lingfield College, the Deputy Head (Pastoral) holds regular Pupil Focus Groups each term and asks students a range of questions about bullying at the school
- In Lingfield College Prep, Pupil Focus Groups for Year 3 to 6 discuss issues which include bullying. On occasion governors may also attend.

13.15 Anonymous online questionnaires are used termly to ask pupils from different year groups about problems with bullying to provide senior staff with a valuable overview. Data from these questionnaires can then be used to inform parents at Transition Evenings (for those about to start at the school), Governors and staff.

13.16 Issues surrounding Bullying and how to prevent it are discussed at School Council meetings.

13.17 Class Teachers, Form Tutors, Heads of Year, the Deputy Head (Pastoral) and Head of Lingfield College Prep are all available if a student is experiencing any concerns regarding bullying.

13.18 To help prevent cyberbullying, mobile phones are not allowed during school hours and pupils are expected to turn them off and keep them in their school bag or locker, unless a teacher gives them permission to use it in a lesson. If students use ipads or laptops in lessons, they are monitored closely to ensure that they only use these devices for work. Sanctions are applied to students who are seen with mobile phones during the school day (see Mobile Phone Policy for more detail). At Lingfield College Prep pupils are not allowed mobile phones or devices in school, unless permission is given by the Head of Prep School and only in exceptional cases. These are looked after by the Class Teacher or the school office

14.0 SUPPORTING VICTIMS OF BULLYING

To support victims of bullying:

- Try to help them realise that they may need to help themselves

- Encourage the pupil to speak openly

- Reassure the pupil that staff will help but cannot keep the situation secret if there is any risk of harm.

- If a pupil is a perpetual 'victim' of bullying by different groups or individuals, try to observe and help them change any behaviour. It may help to see the Lingfield College Counsellor or receive external support (eg an Educational Psychologist)

- Encourage self-esteem

- Listen to their views and anxieties

- Give responsibilities so that the pupil feels valued.

- Encourage them to do things they are good at.

- Praise achievement and encourage positivity.

- Discuss the situation with the pupil's parents

15.0 HELPING THE BULLYING CHILD

To help the bullying child:

- See if the bully has any ideas about why they bully, and refer to reasons why people bully.

- Find way to make amends for their behaviour.

- Explore steps to change their behaviour.

- Praise good behaviour to raise self-esteem.

- In Lingfield College Prep, invite the child to join a weekly social group.

- In Lingfield College Senior School, invite the child to join a social group that is suitable.

- Discuss the situation with the pupil's parents

CYBERBULLYING

16.0 WHAT IS CYBERBULLYING?

16.1 Cyberbullying is the use of ICT (Information and Communication Technology), commonly a mobile phone or the internet, to deliberately upset someone else.

16.2 Cyberbullying can:

- be used to carry out different types of bullying

- be an extension of face-to-face bullying

- also go further in that it can invade home/personal space and can involve a greater number of people

- take place across age groups; school staff and other adults can also be targeted

- draw bystanders into being accessories;

- include: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or rejection by peers; impersonation; unauthorised publication of private information or images; manipulation of images; taking video clips and posting them on social media sites, writing unkind/malicious comments on social media posts

- include upskirting

17.0 INTRODUCTION TO CYBERBULLYING

17.1 The purpose of this specific section of the policy is to ensure that:

- Pupils, staff and parents understand what cyberbullying is and its possible consequences

- Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community

- Appropriate measures are in place to deal effectively with cases of cyberbullying

- Preventative measures can be monitored effectively.

17.2 It is crucial that children are safeguarded from potentially harmful and inappropriate material online whilst they are at school. Keeping Children Safe in Education 2020 gives guidance on the subject of online safety in schools: *'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

- **Content:** being exposed to illegal and inappropriate or harmful material, for example pornography, fake news, racist or radical and extremist views.

- **Contact:** being subjected to harmful online interaction with other users, eg. commercial advertising as well as adults posing as children or young adults

- **Conduct:** personal online behaviour that increases the likelihood of harm or causes it eg. making, sending and receiving explicit images, or online bullying…' **(KCSiE 2020)**

17.3 The Governors recognise that they are expected to do all they reasonably can to limit children's exposure to the risks detailed above, and ensure that the school maintains appropriate filters and monitoring systems to prevent children from accessing harmful or inappropriate material from the school's IT system.

17.4 The iboss filter is in place to identify those students who may be trying to access harmful and inappropriate material online – a log of blocked searches made on the school system is checked by the Senior and Pre School DSLs on a daily basis.

17.5 Staff are expected to pay attention to pupils' use of the internet and electronic devices with the aim of keeping them safe online, flagging up the need for change or improvement where necessary. Pupils are also encouraged to continue to reduce risks and build their own resilience (including to radicalisation, cyberbullying and potential sexual exploitation).

17.6 The school ensures that by means of the Staff Code of Conduct, which all staff sign (and briefings or emails where relevant) all staff are aware of school guidance for their own use of mobile technology; safeguarding INSET training also covers potential safeguarding issues around staff use of personal devices, particularly at the Prep School. This is in the staff handbook as well as in a range of policies on the intranet and school website.

17.7 Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- **impact**: the scale and scope of cyberbullying can be greater than other forms of bullying

- **targets and perpetrators**: the people involved may have a different profile to traditional bullies and their targets

- **location**: the 24/7 and omnipresent nature of cyberbullying

- **anonymity**: the person being bullied will not always know who is bullying them

- **motivation**: some pupils may not be aware that what they are doing is bullying; they may be encouraged to join in when they might not normally do so if events were taking place face to face

- **evidence**: unlike several other forms of bullying, the target of the bullying will have evidence of its occurrence.

17.8 It is perfectly possible that a member of staff may be a victim of cyberbullying, and these responses apply to them also.

17.9 The Headmaster has the power 'to such extent as is reasonable to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff' (Education and Inspections Act 2006)

17.10 School staff may request a pupil to reveal a message or other phone content and may confiscate a phone, although they may not search the contents of the phone unless the Deputy Head (Pastoral) or Headmaster agrees. Staff may confiscate equipment and return it to the Deputy Head and IT Support for a more detailed investigation.

18.0 EXAMPLES OF CYBERBULLYING

18.1 Sexting

- Sexting is the term used to describe the sending of explicit sexual images electronically. This can be via a mobile phone, e-mail or via instant messaging services such as Twitter, ASKFM, Snapchat, Facebook and Instagram.

- Under the Sexual Offences Act (2003) taking an indecent image of a child (someone under the age of 18) is illegal. It is also illegal to send or be in possession of such an image. This law applies even to a young person taking and sending an image of themselves, and applies to anyone receiving such an image if they do not delete it immediately. They should also advise someone appropriate (an adult) of their actions. Obviously, any sharing of such images is also illegal. There may also be further legal implications if an older pupil/student requests such pictures of a younger pupil/student, and this could be viewed as 'grooming'.

- Pupils/students should be aware that no data is ever completely erased from a computer or phone – should they ever find themselves the subject of a serious investigation into their 'online' behaviour, forensic examination of devices will retrieve all deleted images, texts, tweets and emails.

- The main concern about 'sexting' is that once an image is sent by a pupil/student it is then beyond their control. Sadly, there have been numerous cases of such images then being distributed far beyond a school community with serious and far-reaching consequences.

- The requesting of such pictures is not appropriate within our school community. Firstly, it is asking another person to break the law, and secondly because such action does not demonstrate the respect and kindness towards others that is expected. If such behaviour is brought to the attention of the School, it is likely to result in suspension; sending or distributing such pictures is illegal and is also likely to lead to suspension.

18.2 Trolling

- Described as the internet equivalent of road rage, trolling is a criminal offence in its most extreme form. Trolling is a broad term, taking in everything from a cheeky provocation to violent threats, tapping into people's desire to poke fun, make trouble and cause annoyance.

- Internet experts say the key is not to "feed the troll" by offering them a response. Offensive messages should be reported to the school and support will be provided. The school will treat trolling as cyberbullying.

18.3 Upskirting

- This typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

19.0 PREVENTING CYBERBULLYING

19.1 The Designated Safeguarding Lead (DSL) is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. She will report to the Headmaster.

19.2 Staff receive training in identifying cyberbullying and understanding their responsibilities. They are also updated on significant developments in technology. The DSL liaises with IT Support to check for trends and patterns of pupil behaviour.

19.3 Pupils are educated about cyberbullying through a variety of means, including assemblies, Anti-bullying strategies, projects, E-Safety training, academic work (in subjects such as Drama, English, PSHE/ PSHECE) and posters displayed around the school.

- Pupils and staff agree to a Computer Usage Policy every time they log in to the school network.

- Pupils in KS1 and KS2 in Lingfield College Prep are taught about SMART annually and sign a SMART agreement about using technology safely and respectfully.

- In Years 7-13 the pupils will have to read through the Use of ICT and Mobile Phone Policy which is in the Pupil Code of Conduct with their form tutor. This will be set on Firefly as a task and they will have to click to complete the task and agree to abide by the rules. Within this there is advice about staying safe online.

- Pupils should be just as clear about what is expected of them online and offline

19.4 Promoting the positive use of technology - the School aims to:

- Make positive use of technology across the curriculum

- Use CPD opportunities to help staff develop their practice creatively and support pupils in safe and responsible use

- Ensure all staff and children understand the importance of password security and the need to log out of accounts

- Advise all users to change their online passwords regularly

19.5 Parents will be informed by email of concerning trends to be aware of, e.g. Snapchat show and tell game. There is also information for parents on our website.

20.0 PROCEDURE IF BULLYING IS SUSPECTED

20.1 If images are involved, determine whether they might be illegal or raise child protection concerns. If so, staff or students should contact the DSL and be mindful that receiving or distributing indecent images of a minor is an offence. Therefore they should not encourage pupils or parents to forward indecent images to them

20.2 Any allegations against staff should be discussed with the Headmaster in the first instance, who may decide to ask advice from the Surrey LADO (Local Authority Designated Officer) on **0300 123 1650*** or LADO@surreycc.gov.uk.

20.3 Making reporting easier:

- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement

- Publicise to all members of the school community the ways in which cyberbullying can be reported

- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline

- The CEOP 'Report Abuse' button is on the school website and pupils in KS2 and above are taught about when to use this.

20.4 Investigation - staff and pupils are advised to:

- preserve evidence and a record of abuse

- save phone messages

- save and print instant messenger conversations

- take screen shots of social network pages

- save and print whole email messages

20.5 Key consideration should be given for staff not to view or forward illegal images of a child. Further advice on this can be found in the document Search, Screening and Confiscation Advice for Schools, available in the online staff handbook.

20.6 Support for the person being bullied online

- Offer emotional support; reassure them that they have done the right thing in telling a responsible adult

- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parents or a member of staff

20.7 Advise the person to consider what information they have in the public domain

- Unless the victim sees it as a punishment, they may be advised to change personal details e.g. mobile phone number

- If hurtful or embarrassing content is being distributed, try to get it removed from the internet. If the person who posted it is known, ensure that they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down: guidance on this can be found at www.childline.org.uk/explore/onlinesafety/Pages/Sexting.aspx

- Confiscate the relevant mobile phone, ask the pupil to delete the offending content and say who they have sent it on to

- Contact the police in cases of actual/suspected illegal content

- Advise the person being bullied to block the person bullying from their sites and services

20.8 Work with the bully and apply sanctions - any outcome must include helping the bully to recognise the consequences of their actions and providing support to enable the attitude and behaviour of the bully to change.

20.9 The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop

- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour

- to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, thus deterring others from behaving similarly.

20.10 Sanctions for any breaches of the Acceptable Use of ICT Policy will be applied, and can range from confiscation of a mobile device to exclusion.

20.11 In applying sanctions, consideration must be given to the type and impact of bullying and the possibility that it was unintentional or was in retaliation.

20.12 In Lingfield College Prep, should a child be found to break the SMART rules the punishment will depend on what they did and how serious it was. SMART stands for Safe/Meet/Reliable/Accept/Tell. Punishment will be decided upon by the Head of Prep School. Punishment may include break time or Saturday detention and/or missing Computing curriculum time. If the offence is deemed serious enough, parents will be informed.

Last reviewed August 2020

Next review due August 2021