Anti Bullying Policy

Whole School Policy

including EYFS and Boarding

Person responsible for this policy:
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Designated Safeguarding Lead & Assistant Head Welfare

Date of Policy Review:
January 2022

Next Review Date
January 2023

Dulwich Prep
Cranbrook

This policy should be used in conjunction with other whole school policies to include Safeguarding policy (including the school's child protection procedure and staff code of conduct), Online Safety, Acceptable Use Policy, Pastoral Care, PSHCEE, SENDA (Special Educational Needs and Disability), SEN policy, Tutor Guidelines, Complaints' Procedure, Educational Contract, School Rules and Exclusions, School Visits, Staff Induction and Drugs.

Definition of Bullying

There are many definitions of bullying but most consider it to be behaviour where the relationship often involves an imbalance of power and is:

- Deliberately hurtful (including physical or emotional aggression)
- Repeated, often over a long period of time
- Difficult for victims to defend themselves against
- Unacceptable social behaviour that is often secretive

Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability; or because a child is adopted or is a (young) carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

The School recognises that whilst bullying usually involves behaviour that may be 'repeated over time', a single incident may also constitute bullying behaviour. This will not prevent the School taking action in response to a single incident and making an appropriate record. Records will assist the school to spot patterns and to help to ensure that the single incident does not become the first of a series.

Bullying based on protected characteristics is taken particularly seriously.

Many of the principles contained in this policy can be applied to forms of bullying other than the bullying of children by children, such as parent to teacher or teacher to child. A list of all forms of behaviour that constitute bullying can be found in Appendix I.

Philosophy

At Dulwich Prep Cranbrook, we are committed to providing a caring, friendly and safe environment for all our children so they may learn in a relaxed and secure atmosphere. Every child has the right to learn in a safe and supportive environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. This is embodied in the Human Rights Act 1998. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Online harassment is a crime.

Bullying of any kind is not acceptable at Dulwich Prep Cranbrook, and will not be tolerated. Bullying of a physical or non-physical type, may lead to a loss of

confidence, loss of self-esteem and lasting psychological damage for the individual. If it is not dealt with, bullying can, in the extreme, lead to suicide. If bullying does occur, all children should be able to tell someone and know the incident will be dealt with promptly and effectively. Anyone who knows that bullying is taking place is expected to tell a member of staff, a parent or a friend.

It is equally important that the school community recognises that bullying of staff, whether by children, parents or colleagues, is unacceptable. School leaders, teachers, school staff, parents and children all have rights and responsibilities in relation to cyber-bullying and should work together to create an environment in which children can learn and develop and staff can have fulfilling careers free from harassment and bullying. It is not acceptable for children, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face. All members of the school community (including parents), must use social media responsibly. Parents have the right to raise concerns about the education of their children, but they should do so in an appropriate manner and not become abusive or libellous. Open conversations on social networking sites are not private and can be easily reported to school staff, even if it was not the intention of parents to share their views directly.

Aims

The key priorities of this policy are that children and young people:

- Are protected from harm.
- Are confident, safe, well supported and cared for.
- Achieve their potential in education.
- Have a happy and stimulating childhood.
- Grow up physically and mentally healthy.
- Feel good about themselves and respect others.
- Develop the essential personal and social skills to help them throughout life.
- Become active citizens and partake in society.

All governors, staff, parents and children are committed to prevent bullying and unacceptable behaviour and have an understanding of bullying behaviour and its consequences. Clear procedures for reporting bullying are understood and followed by all. Reassurance, sympathy and follow up are important and procedures and guidelines are updated as necessary.

It is the basic rule of this school that everyone has the right to be happy and that no one has the right to make anybody else unhappy.

Children should treat others as they would like to be treated themselves. All staff and children are involved in ensuring good behaviour and in this way are equally responsible for dealing with any behaviour that might constitute bullying. In this context, initiation ceremonies are banned.

Implementation

- The school's Anti-Bullying policy is available to read on the school website.
- Awareness of bullying and the school's stance against bullying is raised throughout the whole school in assemblies, circle time, in Tribe meetings, Tutor groups and in PSHCEE lessons. From time to time, a survey may be conducted to monitor child perception of bullying in the school.
- Children may take part in workshops provided by outside speakers to develop their understanding of difference and disability.
- Children are encouraged to 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. Prejudice based language is unacceptable.
- Parents may be invited to a number of safeguarding assemblies including anti-bullying and safe use of the internet.
- Parents may be invited to information evenings about bullying hosted by visiting speakers.
- The School expects all staff to set a good example of behaviour and courtesy, both in their behaviour towards one other and in their behaviour towards children and parents.
- All members of staff, children and parents, including boarders and parents of boarders, are made aware of the Anti-Bullying Policy and all are expected to support the school's anti-bullying ethos. This is done at least once a year, usually to coincide with National Anti-Bullying Week in November. Posters are displayed in school and information about anti-bullying is made available to staff, children and parents through displays and, where appropriate, through the school newsletter and on the iNet.
- Children are encouraged to report all incidents of bullying. Children can report incidents to any member of staff.
- There is a 'Worries Box' in Little Stream and Upper School which can also be used for this purpose. Children in Upper School can also e-mail worries to worry@dulwichprepcranbrook.org. All concerns will be acted on.
- There is a procedure which deals with incidents of child bullying.

Awareness and Expectations of staff and children

- All children should be clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Children should be encouraged to explore and understand differences between people that could motivate bullying.
- Staff and children must understand that any prejudice based language is always unacceptable.
- Children must be encouraged to report all cases of bullying in a safe environment.

Support for all children

- All children have access to a telephone enabling them to call for support in private
- Every child has a Prep Book (children in Year 7 and Year 8 have an electronic prep book) which contains guidance on where to turn for advice, including confidential help lines for external agencies such as ChildLine - 0800 1111
- Office of the Children's Commissioner - 0800 5280731
- The School provides an independent listener, Matthew Cordington who can be contacted on 01306 73085 or by email at the following address: dulwichlistener@belmontschool.org
- The School Medical Centre and The Manor House display advice on where children can seek help
- The School operates a Mentor system whereby older children are encouraged to offer advice and support to younger children
- The School provides lessons to children on online safety and cyber-bullying ensuring that all children understand and adhere to the school's guidelines in this area

Procedure

Any instance of bullying will be recorded by staff to identify patterns / trends in behaviour. The school will note any incidents of bullying which are based on protected characteristics in order to monitor values of tolerance and respect. Records of bullying behaviour are reviewed twice a term by the Safeguarding Team and by Heads of Department and/or Year, in order to evaluate the effectiveness of actions taken after a bullying incident has been reported and acted upon. Members of staff follow up incidents with children and parents to ensure that there has been no subsequent bullying.
A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should report their concerns to the Head of Department and/or the Assistant Head Welfare and Designated Safeguarding Lead, who in turn, may contact the local authority children's social care. External services may be called upon to support children who experience bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

- In cases of serious, significant, repeated or sustained bullying, or unacceptable behaviour, the incident will be recorded by staff on MyConcern. Records are reviewed regularly to identify patterns of behaviour. In Little Stream, a record of incidents is kept in the Pastoral section of the Little Stream Minutes. Incidents are also recorded on MyConcern. This enables the school to establish patterns of behaviour.
- On reporting an incident of bullying, children must feel assured that they will be listened to and their concerns be acted upon in all cases. Confidentiality of the whistle-blower must be maintained.
- Immediate physical safety will be a priority in all cases.
- Reported incidents of bullying (including cyber-bullying) outside the school will be investigated and appropriate action taken.

- The bullying behaviour and threats of bullying must stop immediately.
- When a bullying incident is witnessed/reported, both sides of the story should be heard by a teacher. Incidents are recorded on MyConcern.
- It may be necessary to get all parties together on a separate occasion to try to find a solution and to agree an action plan to prevent such incidents happening again.
- It is hoped that the bully will offer an apology, and, if possible, the children will be reconciled.
- An attempt will be made to help the bully or bullies change their behaviour. This may involve staff working closely with the child and parents over a period of time.
- Staff involved with the child/children should be informed when appropriate. This may happen at weekly pastoral meetings.
- Parents will be informed when appropriate and may be asked to come to a meeting to discuss the problem. A written record of this meeting will be kept on the child's record on the school database/MyConcern
- Where continuous bullying is reported, both the victim and the bully may be directed to professional counselling through their own GP. Support may also be available through Place2Be and other charities such as Kidscape.
- Problems will be monitored at school.
  In serious cases, suspension or exclusion will be considered.

The school will apply disciplinary measures to children who bully to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the children may have and considering the needs of vulnerable children, such as those with Special Educational Needs or disabilities, and lesbian, gay, bi-sexual and transgender (LGBT) children.

Support for victims of bullying

- Children who have been the victim of bullying behaviour are supported in school in several ways. Friends usually play an important role and afterwards the school makes every effort to keep in contact with a child's parents. Communication between home and school is considered to be an essential part of supporting a child who has been bullied. Children are monitored by form teachers and tutors and other staff as required. Concerns about children can be raised by any member of staff at pastoral meetings (or at any other time), and this is a useful medium for monitoring and recording a child's behaviour.
- The nature and level of support will depend on the individual circumstances and needs of the child. These can include a quiet word from a teacher that knows the child well, asking the pastoral team to provide support (possibly a Child Care Plan), providing formal counselling, engaging with parents, referring to local authority children's services or referring to Child and Adolescent Mental Health Services (CAMHS) via the NELFT (or similar depending on a child's home address), referral document.
- Some children are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those

who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

- Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. It also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. In most cases, it should not be necessary to remove a bullied child from school.

We take seriously any allegation of abuse and neglect, including any allegations of abuse by one or more children against another child, and when necessary, we will make a referral to the appropriate agency. Please refer to the school's Safeguarding policy including the school's Child Protection Procedures and Staff Code of Conduct for further information.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. The School will make appropriate provision for a child's short-term needs. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, the School will consider whether the child will benefit from being assessed for SEN.

For further information about sanctions for poor behaviour, including bullying, please refer to the Whole School Behaviour Policy.

Support for bullies

When a child has been found to be bullying another child, the first step in supporting him/her is helping him/her to admit that what he/she has been doing has been hurting another person.

It takes a huge amount of courage to admit that you have been doing something wrong, and to make an honest apology, but this can be the start of reconciliation and every child should be given an opportunity to change his/her behaviour.

Staff should consider the following:

Is there something happening in the child's life which is making him/her upset, frustrated or angry? If there is, it could help to talk to someone he/she trusts, or the child could be directed to Place2Talk (Place2Be). It may be necessary to engage the support of external agencies to support the child e.g. Early Help and independent counsellors or a ChildLine counsellor.

Children who have been bullied will need help to find ways to gain people's genuine respect. This could be as simple as staff encouraging the child to answer more questions in lessons or inviting him/her to take part in a sports club or to work on a talent, like singing, dancing or drawing.

Staff will work with children and parents, to help improve relationships between victims and bullies. This will usually involve the form teacher, tutor, Head of Year, Assistant Head Pastoral and/or Assistant Head Welfare and include opportunities for children to talk about their behaviour. Other children may be encouraged to act as peer mentors. Support should be an on-going process involving opportunities to 'catch-up' with children to monitor progress.

Intervention

The School will endeavour to understand the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.
The organisations listed in the at the end of the DfE document Preventing and Tackling Bullying July 2017 (link at the end of this policy) provides a range of practical resources to help staff develop their own approaches to different issues which might motivate bullying and conflict.
The school does not tolerate bullying and parents are made aware of the procedures to follow if they believe that their child is being bullied.
Children are made aware of about the part they can play in recognising and preventing bullying, including when they find themselves as bystanders. This is done through PSHCEE lessons, assemblies and the School's information leaflets on anti- bullying.

Bullying which occurs outside school premises

School staff have the power to discipline children for misbehaving outside the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headmaster will also consider whether it is appropriate to notify the police of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Members of staff can only impose the disciplinary sanction and implement that sanction on the school premises or when the child is under the lawful control of school staff, for instance on a school trip.

Prevention

Self-esteem and mutual respect will always be encouraged. We all need to be active and work together to make school life happy and secure for everyone. This policy is to help us towards that goal.

The school acknowledges that prevention is better than intervention and we place a very strong emphasis on fostering appropriate methods for helping children to prevent bullying. We are committed to developing various strategies through PSHCEE and across the curriculum in order to build resilience in our children.

Children learn to protect themselves and their peers through a programme of education and information. Children, parents and staff are made aware of bullying issues annually during National Anti-Bullying week in November. From time to time a questionnaire may be used to assess the level of bullying and to identify the areas where it takes place within the school. Appropriate action can then be taken to prevent reoccurrence.

Staff are proactive about gathering information regarding issues between children which might provoke conflict and they make efforts to develop strategies to prevent bullying occurring. This might involve talking to children about issues of difference, either individually or in groups, perhaps in lessons or through dedicated events. Weekly pastoral meetings throughout the school enable staff to discuss concerns about any child's welfare, including issues surrounding bullying.

The School has an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is the right way to behave.

Values of respect for staff and other children, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school. Older children are actively encouraged to set a good example to the younger children and this is reinforced by staff.

Monitoring and Evaluation

- This Policy will be reviewed by the SMT annually or when new regulation or advice is published.
- Confidential records of bullying incidents are kept and may be used to determine a pattern of behaviour over a period of time. These records may help in dealing with new or repeated incidents of bullying.
- Members of staff at Dulwich Prep Cranbrook are encouraged to be vigilant and responsive to bullying behaviour.
- Any emerging trends in bullying are monitored and addressed twice termly.

- This Policy is made available to parents and children. All year group notice boards in Upper School display a copy of the 'Anti-Bullying Policy'.

The school has clear whole school policies to include boarding and EYFS, on Safeguarding including Child Protection, Pastoral Care, Behaviour, Anti-Bullying, Acceptable Use and Online Safety.

Useful Links

[Behaviour & Discipline in Schools DfE](#)

[Preventing & tackling bullying DfE July 2017](#)

[Mental Health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future:advice for school leaders & counsellors](#)

[Cyberbullying:Advice for headteachers and school staff](#) November 2014

[Advice for parents and carers on cyberbullying](#) November 2014

[Working Together to Safeguard Children](#)

[Keeping Children Safe in Education](#)

Schools' duty to promote good behaviour [Section 89 Education and Inspections Act 2006](#) and [Education(Independent School Standards) (England) Regulations 2014](#)

Power to tackle poor behaviour outside school [The Equality Act 2010](#) (Part 6 Chapter 1)

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance (ABA)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Awards](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and A practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice & Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

MindEd: Provides a free online training tool for adults which is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association guidance and lesson plans on improving the teaching of mental health issues

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Ending Violence Against Women and girls (EVAW): A Guide for Schools This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Organisations that provide support to parents and carers and children:

- The Anti-Bullying Alliance
- CEOP
- Childline
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre
- Family Lives

APPENDIX I - The Nature of Bullying

Forms of Bullying

Physical	Pushing, kicking, hitting, pinching, or any use of violence. Taking belongings or deliberately damaging personal property.
Verbal	Name-calling, sarcasm, hurtful teasing, insulting, spreading nasty rumours, making offensive remarks, e-mails or writing offensive graffiti.
Emotional	Exclusion from social groups, tormenting, being unfriendly, humiliation.
Cyber-bullying	Bullying by electronic contact e.g. via text message, picture/video clip bullying, phone calls, e-mail, chat room bullying, instant messaging and social web sites such as Facebook etc.
Racist	Racial taunts, gestures.
Religious and Cultural	Comments and remarks about another person's religious belief, customs and traditions. This might include attitudes towards dress code etc.
Disability	Unkind comments about a physical or other type of disability.
Homophobic	Stems from the hatred or fear of homosexuals. Bullying of young men and women who do not fit into heterosexual gender roles.
Sexist	Based on sexist attitudes that demean, intimidate or harass another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
Sexual	Unwanted physical contact, suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is commonly underpinned by sexist attitudes and gender stereotypes.
Transphobic	Stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical norms.

Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment is an abuse of power and is intended to frighten, intimidate or harm.
Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them. There are two main types of victims of bullying.

Submissive Victims:
Anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little to defend themselves.

Provocative Victims:
Physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

There are three main types of Bullies:

Confident bullies:
Physically strong, enjoy aggression, feel secure, average popularity.

Anxious bullies:
Academically weak, poor concentration, less popular, less secure.

Bully/Victim:
Bullies in some situations, bullied in others. Generally very unpopular.

APPENDIX II – Cyber-Bullying

By Cyber- Bullying we mean:

- Bullying by texts or messages or calls on mobile phones.
- Use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on web-sites.
- Hi-jacking e-mail accounts and social network accounts.
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.
- Posting threatening, abusive, defamatory or humiliating material on ~~reunion~~ social media sites.

School Commitments

- The school will use a web filter to block access to inappropriate web-sites from school equipment.
- The school will monitor all electronic communications on school equipment.
- The school will endeavour to ensure that all images of staff and children are secure.
- The school will train its staff to respond to reports of cyber-bullying or harassment and have systems in place to respond to it.

Advice to Staff

- If a child informs you that he/she is being bullied by any of these means report it to the Head of ICT, the Assistant Head Pastoral or Assistant Head Welfare.
- If necessary, confiscate iPads, laptops, mobile phones, cameras, ~~iPod Touch~~ etc.
- Do NOT attempt to access their contents.
- Remove child from access to computers/devices but save any obvious evidence on screen.

Advice to Parents

- Because cyber-bullying is more often than not criminal, parents must make sure this message is understood by their child.
- Parents must make sure that their child has understood the School's policy on the Responsible and Safe Use of the Internet and Computers.
- If a child is a victim of cyber-bullying, parents should report the bullying in the normal way.
- Parents should support their child in following the advice on how to deal with cyber-bullying.
- Parents should be aware that any act of unkindness directed at a child by means of electronic communication will be recorded on the school database/MyConcern. The term cyber-bullying will apply to any incident of this nature and be recorded in this way. Deliberate acts of

unkindness are monitored closely in order to establish the possibility of emerging trends in behaviour.

Advice to Children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

• Make sure you use the privacy settings.

• Always respect others – be careful what you say online.

• Be careful ~~what~~ when you upload pictures or videos ~~you upload~~. Once a picture/video is shared online it will be there in perpetuity.

• Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and your location hidden.

• Treat your password like your toothbrush – keep it to yourself and change it regularly.

• Block the bully – learn how to block or report someone who is behaving badly.

• Do not retaliate or reply to offending e-mails, text messages or online conversations.

• Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.

• If you are worried about something that has happened online make sure you tell an adult you trust, for example, a parent, a teacher, or call a helpline like Childline on 08001111 in confidence.

• Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.

• While you are on your mobile phone make sure you also pay attention to your surroundings.

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in

breach of the service provider's terms and conditions of use and can therefore be removed.
Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

IT Code of Conduct

- Respect other people's privacy.
- Do not do on-line what you would not do face to face.
- Consider how other people would feel and do not cause alarm or distress deliberately or by mistake.

REMEMBER

There should be no doubt that cyber-bullying is generally criminal in character.
The law of the land **does** apply to cyber-space

- Hacking is criminal.
- Behaviour that causes alarm or distress is criminal harassment if it occurs frequently.
- The misuse of telecommunications to cause alarm or distress is criminal.
- 'Happy slapping' is associated with criminal action (i.e. assault).

APPENDIX III - What is Sexist, Sexual and Transphobic Bullying?

The following has been extracted from the DCSF document, Safe to Learn: Embedding Anti-Bullying work in schools.

Sexist, Sexual and Transphobic bullying occurs when a child or a group, usually repeatedly, harms another child or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

Sexist Bullying

This can be defined as bullying based on sexist attitudes that demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual Harassment and Sexual Bullying

This can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non verbal.
Unwanted physical contact, suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is commonly underpinned by sexist attitudes and gender stereotypes.
Sexual harassment and bullying include things like these:
- making sexual jokes, comments, or gestures
- spreading sexual rumours (in person, by text, or social media)
- posting sexual comments, pictures, or videos
- taking or sending sexual pictures or videos
- asking someone for naked pictures of themselves ("nudes")
- asking for sex or offering to have sex
- touching or grabbing someone in a sexual way

Transphobic

Stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical norms.

Where children and young people are not perceived as conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Note:
Behaviours displayed in the form of sexist, sexual or transphobic bullying are in many cases similar to other types of bullying, but there is the additional element of **inappropriate or coercive sexual behaviours**, which in extreme cases can constitute criminal behaviour such as sexual abuse.
Behaviours such as the use of sexist or inappropriate sexual language, can sometimes go unchallenged. Examples of this type of bullying behaviour include: inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing the he/she pronouns) and the display or circulation of images of a sexual nature.

Sexual and sexist bullying is a form of violence against women and girls as it disproportionately impacts on girls and young women. Girls are more commonly at risk from sexual and sexist bullying and this is a crucial issue to address because of its relationship to the broader issue of violence against women in society. Boys have also reported being subjected to sexual or sexist bullying, and transphobic bullying may be targeted towards young people of either sex. It is important to note the links to homophobic bullying as young people are bullied when they do not fit in to heterosexual gender roles.

Why should schools deal with this kind of Bullying?

Schools must always consider in cases of sexist, sexual and transphobic bullying whether safeguarding children processes need to be followed. In addition to this, serious cases may constitute criminal behaviour and require police involvement. The school acknowledges the seriousness of bullying behaviour and there is an understanding that bullying can lead to individuals/victims taking extreme self-damaging action such as suicide.

Note:
As well as children bullying children, staff can be bullies, or the victims of bullying, as can parents.

The school sees all incidents of bullying as unacceptable, and all known incidents are addressed with equal importance.

In the case of staff bullying other staff or children, this will be dealt with using the school's disciplinary procedure.