



FARLINGTON

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ANTI-BULLYING POLICY

The Anti-Bullying Policy applies to the whole school including the Early Years Foundation Stage.

General Statement

In compliance with the Equality Duty (Equality Act 2010) the School will not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to benefit, facility or service, or be excluding a pupil or subjecting them to any other detriment.

Under the Children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Where this is the case the Designated Safeguarding Lead (DSL) will report their concerns to the Local Authority Designated Officer (LADO).

The School has no statutory power to discipline a pupil for poor behaviour outside of the School premises. (Section 89(5) of the Education and Inspections Act 2006)

It is clear from statements in the School's Code of Conduct that bullying of any form will not be tolerated at Farlington.

It is a primary aim of the School that it should combine high personal and social standards with a friendly atmosphere and mutual tolerance in which pupils of all ethnic and cultural backgrounds, of all religious persuasions and of varying levels of ability, are welcome.

We believe that the School should be a happy and positive community characterised by an appreciation of, and respect for, the work of every member of that community.

We expect our pupils to do their best to aspire to excellence. We expect them to be diligent, to be honest, to practise good manners in their relationships with one another and with staff, to be reliable and to be punctual.

We recognise that our pupils have various talents and differing rates of development. We attach value to every achievement, however modest, which stems from the efforts and care of the individual pupil. It is our hope and aim that every pupil should discover at least one area of school life in which they can show genuine prowess.

We believe that every pupil has the right to look for happiness and security at school. We insist that no pupil or pupils have the right to make the life of other pupils unhappy, whether through overt bullying (physical or non-physical), or through less obvious forms of pressure or alienation. Bullying can cause serious psychological damage and even lead to suicide. Although bullying is not a specific criminal offence there are criminal laws that apply to harassment and threatening behaviour. The School will seek assistance from the Police if it is thought that an offence has been committed. We attach particular gravity to bullying offences, and severe or persistent bullying may lead to exclusion.

The example of the staff is of paramount importance in creating that climate within which pupils feel valued, secure and happy. The mutual respect with which staff regard one another, and the public demonstration of this, are both important. Similar standards apply to the relationship between staff and pupils, so that pupils are always treated with honesty, fairness and with regard for their individuality.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, directly or cyber-bullying via social media, mobile phones, text messages, photographs and email), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs or disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Cyber-Bullying is:

“the use of Information Communications Technology (ICT), particularly social websites, mobile telephones, text messages, photographs and emails deliberately to upset someone else”.

The Education and Inspections Act 2006 (EIA 2006) enables the Headmistress to have the power ‘to such an extent as is reasonable’ to regulate the conduct of pupils when they are off site. The EIA also extends to teachers who are permitted to confiscate items such as mobile phones from pupils in cases of reported cyber-bullying.

While there is no single solution to cyber-bullying, Farlington has a five point plan which aims to provide an effective prevention plan:

1. Understanding and talking about cyber-bullying

The whole school community has a shared and agreed definition of cyber-bullying. Everyone will be made aware of the impact of cyber-bullying and the ways in which it differs from other forms of bullying. Pupils and their parents will be made aware of pupils’ responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents will know that the School can provide them with support if cyber-bullying takes place out of school.

2. Updating existing policies and practices

This policy plus other relevant policies will be reviewed and updated regularly. The Acceptable Use Policies (AUPs), which detail the rules that students have to agree to follow in order to use ICT in school, should be signed every academic year by pupils, and parents should be given a copy. Accurate records will be kept of any incidents of cyber-bullying.

3. Making reporting cyber-bullying easier

No one should feel that they have to deal with cyber-bullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Farlington will ensure that pupils know the ways in which they can report instances of cyber-bullying.

4. Promoting the positive use of technology

Farlington will explore safe ways of using technology with pupils to support self-esteem, assertiveness, participation and to develop friendships. ‘Netiquette’, e-safety and digital literacy will be promoted and discussed. Pupils will be aware that the adults in the School understand the technologies they use – or get the students to teach them!

5. Evaluating the impact of prevention activities

Regular reviews will be carried out to ensure that anti-bullying policies are working and are up-to-date.

(See Appendix 2 - Guidance for Teachers, Appendix 3 - When and How to Contact the Service Provider, Appendix 4 – Safety Advice issued annually to pupils and parents)

Please also refer to the Acceptable use of IT policies for Prep, Day Pupils, Boarders and Staff

The Use of Technology within the School Setting

All users of the Farlington IT network are required to reaffirm their intent to abide by our IT Code of Conduct before making use of the facility. In addition, we have a portal page, presented to all users of our WiFi, which contains our guidance information. Potential users are required to click an acceptance of our policies message before access is granted.

Certain sites are blocked by our rigorous filtering system which interdicts both malware and inappropriate content. Pupils' use is monitored and inappropriate language and attempted access is flagged by the IT Systems Manager. All users are encouraged to report concerns to the IT Systems Manager and SLT, who will act accordingly.

Every opportunity is taken to raise online safety awareness amongst parents and pupils, via a variety of media including visiting speakers and performers, assemblies, videos and online presentations. The Police Liaison Officer speaks to all pupils about online safety as part of the Life Skills programme. Guidance for parents is emailed home and reference copies may be found on the school website in the Libraries/Documents section.

All Bullying, if unchecked, can cause serious psychological damage and even lead to suicide.

According to 'Kidscape' all bullying:

- involves aggression (deliberate) and unequal power relationship; and
- results in pain and distress and is persistent.

1 RATIONALE

- 1.1 Parents and guardians have a right to expect that the School has taken steps to develop such a policy. They should feel that staff share agreed responses to incidents of bullying.
- 1.2 The Governors share these expectations.
- 1.3 It is important that staff share aims, knowledge and values concerning bullying. Developing and then maintaining an agreed policy will help staff to be more effective. Staff need to have clear guidelines about the action to be taken when there is a suspicion of bullying. They need to have confidence that the management will implement the appropriate procedures and will support their concerns over individual children.
- 1.4 Farlington's anti-bullying policy has been drawn up with regard to advice from the Department for Education – ***Preventing and Tackling Bullying (October 2014)***.

2 AIMS

- 2.1 To create an anti-bullying culture, which ensures that pupils and staff live and work in a safe environment where they are valued, respected and listened to. In this environment pupils will feel confident and be able to approach adults about matters of concern to them.
- 2.2 To ensure the adults who work in the School and the Boarding House will have knowledge of the School's anti-bullying policy and procedures and be sensitive to the needs of children who are victims of bullying of some kind.
- 2.3 To demonstrate that the School takes bullying seriously and that it will not be tolerated.
- 2.4 To take measures to prevent all forms of bullying in the School and on off-site activities.
- 2.5 To support everyone in the actions to identify and protect those who might be bullied.
- 2.6 To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- 2.7 To promote an environment where it is **not** an offence to tell someone about bullying.
- 2.8 To promote positive attitudes in pupils (including assertiveness training).

3 OBJECTIVES

- 3.1 To ensure the protection of all our pupils from all forms of bullying.
- 3.2 To encourage open communication and good listening.
- 3.3 To ensure that staff are kept updated about any national initiatives to maintain good professional standards.
- 3.4 To ensure that staff follow internal procedures, which will be updated as necessary.
- 3.5 To ensure that pupils and their parents and/or guardians are fully aware of the School's anti-bullying policy and procedures.

Responsibilities

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils;
- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- arrange relevant staff training which raises awareness of signs of bullying, times and venues where it may be most likely to take place and procedures to follow when investigating, reporting and dealing with bullying;
- determine how best to involve parents in the solution of individual problems;

ENSURING THE PROTECTION OF CHILDREN AT FARLINGTON SCHOOL

- All teaching and Boarding House staff have a written copy of procedures to be followed when there is suspicion of bullying. (Refer to Section 5)
- Louise Higson (LAH) is the DSL with overall responsibility for matters of safeguarding, and anti-bullying.
- Awareness is raised through staff training and pastoral meetings.
- Staff on duty take action to reduce the risk of bullying at times and in places where it is most likely. They patrol the site at lunch and break time ensuring there is a staff presence in the grounds, locker rooms, class rooms and other areas used by the pupils.
- Written procedures for all staff will provide guidance on the keeping of notes and records. It is essential that clear factual written notes are kept to assist in the thorough investigation of suspected bullying incidents and to enable patterns to be identified.
- Staff who report suspected bullying will be supported by management staff.
- As part of the induction procedure, all new staff are given a written copy of the Safeguarding Children Policy and Procedures, including the Anti-Bullying Policy and Procedures. New staff are also given training in school procedures by one of the DSLs.
- All instances of bullying investigations will be recorded in the Discipline Book with full details in the pupil's file kept in the School Office.
- Bullying will be dealt with as part of the curriculum, including Lifeskills (PSHE), and Assemblies,
- a range of support systems exist, including :
 - all staff, but particularly the pastoral staff, responsible for the individual and his/her family
 - the Independent Listener;

- outside agencies (if appropriate);
- the buddy system;
- Prefects;
- the people as outlined in Advice to Pupils leaflet (Section 2)
- encouraging children to communicate concerns to staff (including an insert in student planner)
- awareness of Acceptable Use of IT policy
- a copy of the Anti-Bullying Policy Statement can be found on the School website and is available on request in School.

RESPONDING TO BULLYING

The School's response will be motivated by our ethos which:

- acknowledges that everyone in school has a responsibility to deal with bullying
- acknowledges that staff are key role models and that both the mutual respect with which they regard one another and pupils, and the public demonstrations of this, are important
- encourages children to talk openly about their concerns
- accepts that bullying is not a part of "normal" school life
- develops trust between children and adults
- inspires the confidence of parents in the School's ability to support all children
- recognises and values the skills and talents of everyone in the School

Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through the Lifeskills (PSHE) programme, school assemblies, Student Council, use of tutorial time and in the National Curriculum programmes of study, as appropriate.

- the Head is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the Lifeskills course; and
- Heads of Faculty/Heads of Department and Prep School class teachers are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the School.

SECTION 2

ADVICE TO PUPILS

“The School aims to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the School and the Boarding Houses will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind.”

WHAT TO DO IF YOU ARE BEING BULLIED OR IF YOU SUSPECT SOMEONE ELSE IS BEING BULLIED

Nobody has the right to hurt other people by hitting them, deliberately excluding them, calling them names, spreading rumours about them or doing anything else which is intended to be upsetting.

IF THERE IS BULLYING YOU NEED TO TELL SOMEONE. This can be very hard if you are frightened: but the bullying won't stop unless you tell.

- Talk to someone you can trust; a teacher, parent, older friend or relative. In school, this ideally would be your Form Tutor, Head of Year or one of the Assistant Heads. **The most important thing is to tell someone.**
- If you find it difficult to talk to an adult, ask one of your friends to come with you or ask someone to talk to an adult on your behalf.
- You could talk to a senior pupil
- You could talk to the School Nurse, the Independent Listener or to any adult in the School or Boarding Houses.
- You could phone Childline (freephone 0800 1111)

WHAT NOT TO DO

- Don't try to deal with the problem on your own - there is nothing wrong in asking for help.
- Don't hit back - it could make matters worse or **you** could end up being accused of bullying yourself.
- Always tell the truth - don't exaggerate. If even a small part of what you are saying is shown to be untrue, then it throws everything else into doubt too.
- Do not believe the lies that bullies tell about you.
- Do not believe that bullying is a normal part of school life.
- Do not try to stop your parents talking to the pastoral staff. They know how to handle such matters.

WHAT TO DO IF YOU THINK YOU ARE BULLYING OTHERS

A lot of people are unaware that what they say or do is upsetting to others, but, if you think you might be a bully, then like the person who is being bullied, you also **NEED TO TELL SOMEONE**. You know it's wrong. It is hard to own up and apologise, but, if you do, and if you have the right attitude, **YOU** deserve support to help you stop.

Talk to someone you can trust; a teacher, parent, older friend or relative. In school this ideally would be your Form Tutor, Head of Year or one of the Assistant Heads. **The most important thing is to tell someone.**

WHAT NOT TO DO

- Don't keep on bullying
- Don't keep on making someone's life a misery.

PLEASE SPEAK TO SOMEONE TODAY

SECTION 3

ADVICE TO PARENTS

The School aims to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the School and Boarding House will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind.

All children and young people have a right to receive their education in a happy co-operative atmosphere. No child deserves to be bullied.

WHAT IS BULLYING?

Bullying is a wilful, conscious attempt to hurt, threaten or to frighten someone else. It is not easy to define. It may involve any unacceptable behaviour through which an individual, or group of individuals feel threatened, abused, or undermined. Bullying may be expressed through verbal, physical, or intimidating behaviour, or marginalisation. It is its effect on a child's self esteem and confidence which we would seek to repair.

Children who are bullied can feel powerless to stop it happening. They may be angry, frightened or bewildered. You may be angry and frustrated on their behalf. We should never underestimate the fear that a bullied child feels.

RELATIONSHIPS

All members of staff are committed to sustaining a happy atmosphere in our school by working hard to improve the quality of all our relationships.

IF YOU THINK YOUR CHILD IS BEING BULLIED

1. Look for tell-tale signs. Your child has perhaps:
 - become shy, withdrawn and lacking confidence
 - developed sudden outbursts of temper or started having nightmares
 - arrived home having 'lost' school books, money etc.
 - arrived home with unexplained cuts/bruises or with clothes damaged
 - experienced a lack of concentration or drop in the standard of work
 - become reluctant to take part in PE
2. Ask your child about it. If you get no response, ask his/her friends. Make sure your child knows that you are taking the matter seriously.
3. Reassure them that the School will not make matters worse.

PLEASE CONTACT THE SCHOOL IMMEDIATELY

Ask to speak to your child's Form Tutor or class teacher. If he/she is unavailable, ask instead for the Head of Year. It is most important that you speak to someone as soon as possible. You should not contact the bully's family directly. All information will, of course, be treated with the utmost discretion, so that nobody will feel compromised by passing it on.

The action taken by the School will depend on circumstances and will be discussed with you. The priority is to stop the bullying. Punishment of the bully may help, but it may be counter-productive without further support and advice for **both** victim and bully.

You will be asked to be patient and understanding, but to inform the School **at once** if the bullying continues or starts again.

If your child sees another pupil being bullied they should report this to a member of staff in the School. If they feel unable to do this, you should let us know so that we can put matters right.

IF YOU THINK YOUR CHILD IS A BULLY

1. Keep calm!
2. Remember at times even the most pleasant pupils can bully others. They are simply taking advantage of the fact they find themselves in a position of influence.
3. Try to find out **why** your child is bullying. Talk to teachers, friends or anyone who can give you more information.
4. Contact us at school. Ask about support for your child and your family.

SECTION 4

IDENTIFYING BULLYING

BULLYING BEHAVIOUR

- is sometimes engaged in as part of a group
- is a one-off activity **or**
- is generally persistent
- is deliberately hostile - intention to hurt
- involves an imbalance of power
- causes distress to one or more child(ren)/young person(s)
- is sometimes violent.

It can be:

- physical;
- verbal;
- social or psychological;
- cyber bullying;
- an inter-relationship between classes/groups.

It includes:

- threats of violence (both verbal and non verbal)
- ignoring / shunning
- teasing
- name calling
- interfering with property
- racially offensive remarks and/or behaviour
- sexually offensive remarks and/or behaviour
- homophobic remarks and/or behaviour
- offensive remarks about someone's disability
- incitement by others to commit an act of bullying
- graffiti designed to intimidate and/or embarrass
- ridiculing/mimicking/sarcasm
- fighting (even between equals)
- demanding money, material goods and/or favours through intimidation or force
- damaging another's possessions/work/school displays of photographs
- vandalism
- invading privacy
- intimidation
- misusing electronic, phone and text communication
- deliberately trying to turn friends against one another by spreading false rumours.

With reference to pupils and the way their bullying can manifest itself, the following is also classed as bullying and is included in the Student Planner:

The following behaviours are classed as bullying:

- Giving 'evil' looks
- Name calling - verbal abuse
- Spreading malicious rumours
- Undermining confidence
- Inflicting the 'silent treatment'
- Excluding from the group

- Actual physical violence
- Writing abusive or malicious notes.

One of the most common forms of bullying among children is name calling. Remembering the definition of a wilful and conscious desire to hurt can help us to distinguish between the casual, often friendly name calling and the sustained victimisation which is sometimes practised by a group of children on one individual.

POSSIBLE SIGNS OF BULLYING

Pupils who are being bullied may show changes in their behaviour, such as becoming shy, nervous, feigning illness, taking unusual absences from school or clinging to adults. There may be changes in work patterns or lack of concentration. **Pupils must be encouraged to report bullying to their teachers and teachers must be prepared to listen and take action.**

Also be aware of:

- items of clothing, property, school work, etc. that are damaged or lost more often than you would consider to be normal.
- the child who becomes withdrawn and is reluctant to say why.
- those who spend a lot of time in their bedroom, possibly crying: who find it difficult to sleep, wet the bed or have nightmares. School may be aware that the child always appears tired.
- educational attainment being slowly or suddenly reduced.
- a reluctance to go to school. Parents may not even be aware of this as the child could be playing truant. It may only be noticed by the School through absenteeism showing up on the School attendance register.
- unusual patterns occurring with regard to money and possessions.
- money in the house or school going missing.
- depression in the child. Reluctance to eat or play normally. The youngster appears generally unhappy, moody and/or irritable.
- the child who threatens or attempts to commit suicide.
- taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the child is not happy and therefore, whatever the cause, it should be investigated.

BULLIES AND VICTIMS

These brief notes are not comprehensive. They are meant to give an idea of the diversity of circumstances, which may predispose young people to be involved in bullying relationships.

People who bully may:

- be excessively criticised at home
- experience excessive punishment at home
- live in a family where aggression is highly valued
- witness intense hostility within the parents' relationships
- have an aggressive temperament
- need support for their learning
- have low self-esteem

WHO IS MOST LIKELY TO SUFFER FROM BULLYING?

People who:

- are unable to manage everyday social situations with ease
- are or have been abused
- are cultural victims
- are clumsy
- are vulnerable during developmental crises
- have a very distinctive appearance
- experience difficulties forming friendships

All of these people are involved in bullying relationships because of some complex result of a variety of circumstances. Bullying is not simply the outcome of personal and family experiences.

SECTION 5

ACTION POINTS FOR STAFF ON WITNESSING OR BEING TOLD OF AN INCIDENT OF BULLYING

The incident must be dealt with immediately by the member of staff who has been approached. They must listen to the pupil/s and report to other staff who are responsible for the pastoral care of those involved i.e. the Form Tutor, Head of Year, or Head of Prep School.

- Stay calm, don't make snap decisions or attach blame.
- State briefly and firmly why the behaviour is unacceptable.
- Distance the children/young people.
- Assure all involved that the incident will be treated very seriously and further action taken.
- Be sensitive to what the child is saying. Take it seriously.
- Reassure the child that they are right to tell. Everyone has a right to be safe.
- Do not promise to 'keep a secret'.
- Assure the child that further action will be taken, and that you will offer support.
- Ensure the child's immediate safety (with a friend, another teacher) while the incident is reported and investigated.

THEN

- Refer the incident as soon as possible to the appropriate person (Class Teacher, Form Tutor, Head of Year). Even apparently trivial incidents should be reported, because they help to create an overview of a situation, and potentially serious patterns can be observed in this way.
- Record the incident detailing child's name and any others involved, including witnesses, Form/Tutor Group, date, time and place. Give any brief details of injuries suffered (cross-referenced to an accident report if necessary).
- Record any action taken, including the notification of parents, (see Appendix 1).

A clear account of the incident will be recorded and given to the Head. At this point a decision will be made by the Head as to whether to inform the parents. Form Tutors will be kept informed and if the bullying persists subject teachers will also need to be told.

SANCTIONS

Pupils who have been bullied will be helped by:

- offering them an immediate opportunity to discuss the experience with their Form Tutor or a member of staff of their choice.
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing that there is a need to change

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the School. However, the School recognises that sanctions will also have to be used against bullies.

Sanctions will be used as appropriate and in consultation with all parties involved. Bullies should expect any of the following:

- to make an apology to the victim face to face
- 'no blame' group to try to restore positive relationships
- to make a written apology (copy to be filed)

- that their parents will be informed
- that in serious or persistent cases they may be excluded from Farlington

Any of the School's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded.

Incidents of bullying should be judged by their severity and the effects on the victim(s). Professional judgement should be used to decide on the most appropriate point on the scale of action to commence with as indicated below.

1. Form Tutor/Heads of Year/ class teacher interviews all concerned **separately** about their involvement and details are recorded. The incident is lodged in the files of the pupils involved.

Parents are not contacted.

Pupils are asked to empathise with the feelings of the victim and suggest appropriate action.

The alleged bullies are warned of the progression of sanctions which can be taken should the bullying persist.

The victim is encouraged (and supported) to respond assertively to criticism and develop coping tactics re 'put downs'. The Independent Listener or pastoral staff may be called upon to provide such support.

2. Form Tutor/Class Teacher interviews all concerned **separately** about their involvement and details are recorded. The incident is lodged in the files of the pupils involved.

Head of Year or Assistant Head (Prep School) is involved; parents are notified and may be asked to come in. The letter is lodged in the pupil's file.

A detention is given and a warning of the progression of sanctions which might be taken should the bullying persist.

3. Form Tutor/Class Teacher interviews all concerned **separately** about their involvement and details recorded. The incident is lodged in the files of the pupils involved.

Head of Year, Assistant Head or Assistant Head (Prep School) are involved; Headmistress informed; parents are contacted and asked to come in with the pupil pending a temporary exclusion. A final warning may be issued in writing re the pupil's continued presence in school. A home/school contract may be drawn up to prevent further occurrences.

4. Bullying persists, or is of such a serious nature that a charge of assault may be considered, or the effect on the victim is devastating. The appropriate school action would be a requirement for the bully to be withdrawn.

If during the course of the internal procedures, it appears that the situation is serious, the Designated Safeguarding Lead will consult the Police Liaison Officer/ LADO as to whether a referral should be made. Referrals will always be made within 24 hours.

If, at any point, there is risk of immediate serious harm to a child a referral should be made to the Police and Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child as soon as possible.

Although any member of staff may approach Children's Social Care or the Police directly in exceptional circumstances, they are expected to raise concerns with the Designated Safeguarding Lead in the first instance.

Appendix 1

Sample

Record of Interview sheet:-

Name:

Form: _____

Date: _____

Time: _____

and (state other teachers present):

Reason for interview:

Summary of interview:

Signed: _____

(A separate form is routinely available to record all phone calls with parents)

Appendix 2 – Cyber Bullying Guidance for teachers

How cyber-bullying is different from other forms of bullying:

1. It can be 24/7 and an invasion of home/ personal space. Cyber-bullying 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 cyber-bullying 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 cyber-bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber-bullying may never be in the same physical space as their target.
4. Cyber-bullying 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 cyber-bullying 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 cyber-bullying incidents can themselves act as evidence. This is one of the reasons why it's important to know how to respond!

Responding to Cyber-bullying

Support for the pupil being bullied:

- Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents.
- Advise on next steps
 - Make sure the person knows not to retaliate or return the message.
 - Ask the person to think about what information they have in the public domain.
 - Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyber-bullying instances).
 - Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.
- Take action to contain the incident when content has been circulated
 - If you know who the person responsible is, ask them to remove the content;
 - Contact the host (e.g. the social networking site) to make a report to get the content taken down.
 - Use disciplinary powers to confiscate phones that are being used to cyber-bully. Ask the pupil to tell you who they have sent messages on to.
 - In cases of illegal content, contact the Police, who can determine what needs to be kept for evidential purposes.

Investigating incidents

All bullying incidents should be properly recorded and investigated.

- Advise pupils to keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the Police, if necessary, what has happened.
- Take steps to identify the bully, including looking at the School systems, identifying and interviewing possible witnesses, and contacting the service provider and the Police, if necessary. The Police will need to be involved to enable the service provider to look into the data of another user.

Working with the bully and sanctions:

Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:

- the impact on the victim. Was the bully acting anonymously? Was the material widely circulated and humiliating? How difficult was controlling the spread of the material?
- the motivation of the bully. Was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile into school.

Appendix 3 – When 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.

Social networking sites:

It is good practice for social network providers to make reporting incidents of cyber-bullying 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 cyber-bullying, 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.

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 section 5C.

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.

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.

Appendix 4 – Safety advice for pupils and parents

For pupils

- 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.
- 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 someone. This could be an adult you trust either at home or at school, the provider of the service (check the service provider's website to see where to report incidents) or call a helpline like ChildLine on 0800 1111 in confidence.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying.

For parents

- Be aware, your child may as likely cyber-bully as be a target of cyber-bullying.
- Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending emails, text messages or online conversations.
- Report cyber-bullying: Contact School if it involves another pupil, so that we can take appropriate action.
- Contact the service provider.
- If the cyber-bullying is serious and a potential criminal offence has been committed, you should consider contacting the Police.

Related policies

Data Protection Policy (Staff)

Disciplinary Rules and Procedures

Acceptable use of IT for Prep Pupils

Acceptable use of IT for Day Pupils

Acceptable use of IT for Boarders

Acceptable use of It for Staff

Appendix 5 - Further Sources of Information

- **DfE resources:**

DfE Behaviour and Discipline in Schools Guidance

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

- **Legislative links:**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

- **Specialist Organisations:**

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.

www.anti-bullyingalliance.org.uk

Kidscape: Charity established to prevent bullying and promote child protection. 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.

www.kidscape.org.uk

Bullies Out

www.bulliesout.com

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

www.restorativejustice.org.uk

- **Cyberbullying/Bullying UK:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

www.bullying.co.uk

- **LGBTQ+:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

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.

- **SEND:**

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

- **The Use of Social Media for on-line Radicalisation**

The UK Safer Internet Centre
CEOP's Thinkuknow

www.saferinternet.org.uk
www.thinkuknow.co.uk