

ANTI-BULLYING POLICY

Highfield and Brookham School has a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with:

- Children Act 1989
- [Keeping Children Safe in Education](#) (September 2024 [KCSiE])
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (September 2021)
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014

And that we promote the welfare of all children in our care.

Aims and Objectives

- To ensure that everyone at Highfield and Brookham has an awareness of, and sensitivity to bullying and that appropriate measures are taken to support the victim and reform the perpetrator.
- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

Definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic, LGBT+, disability, special needs or cyber related bullying, it can target a child because they are adopted or a carer. Bullying can be motivated by prejudice. It can occur both in and outside school. It could involve physical (including sexual) intimidation, verbal, the use of prejudice based and discriminatory language, cyber (including social network sites like Snapchat, chat rooms, email, e-photos and SMS messages/texts by mobile phone), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating.

Bullying is behaviour that is repeated over a period of time (although it may be necessary to take action as detailed in this policy in response to a single incident) which makes other people feel uncomfortable or threatened, whether this is intended or not. There are many different sorts of bullying, but the four main types are:

Physical – hitting, kicking, pinching, shoving, damaging, taking or hiding someone else’s belongings, including money.

Verbal – name calling, teasing, insulting, using prejudice-based and discriminatory language, threatening, writing unkind notes, hand written or through use of email, misuse of mobile phones and Internet social networking websites.

Psychological– being unfriendly, deliberately leaving people out, tormenting, spreading rumours, nasty looks, gestures etc.

Cyberbullying – Repeated bullying that occurs in an online space.

[The Seriousness of Bullying](#)

Bullying may involve actions or comments that are racist, homophobic, or which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school’s policy on equal opportunities, as well as with its social and moral principles.

We acknowledge that if bullying is left unaddressed it can have a devastating effect on individuals, causing psychological damage. It can be a barrier to their learning and have serious consequences for their mental health not only in childhood but also into adulthood.

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the school premises such as on school or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

[Guidelines for Staff](#)

Bullying and the seriousness with which the school views incidences of bullying should be thoroughly discussed as part of the PSHE programme, wellbeing opportunities, assemblies, and in forms. The same is true at Brookham, where Circle Time and PSHE periods are also used. Bullying may also be a topic covered during an assembly, drama sessions or through stories and literature. Pupils should be made aware of what action to take if they become a victim and that they cannot beat bullying single-handed. They should be told to tell someone; a teacher, a peer listener or a parent for example. In the boarding areas and near the telephones at school are posters displaying the various people that a child can talk to, in addition to the telephone number for Childline. This information is also contained in the Boarding Policy Document. Children who wish to talk about bullying must always feel they are being taken seriously and be given the opportunity to explain how the situation is affecting them.

An awareness of the nature of bullying will be raised through staff discussion (e.g. highlighting areas where bullying may occur), staff training, chapel services, PRE. lessons, drama and PSHE lessons. Pupils should be regularly reminded of our expectations of them under our agreed Behaviour Policy. Pupils should understand that there are potentially very serious consequences for those involved in bullying, including exclusion.

Signs of Bullying

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

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the San with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Child- on Child Abuse

KCSiE (2024) makes it clear that bullying can form part of child- on- child abuse. There is a zero-tolerance approach to child-on-child abuse at the school and a culture of challenging any form of this is in place. All staff understand that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. All staff understand that they should contact a member of the Safeguarding Team if they have any concerns of child-on-child abuse.

Procedures to Follow

(a) Who deals with the incident?

If the incident is minor and apparently a ‘one-off’ the member of staff should deal with the case accordingly. However, if it becomes clear that the incident is part of a pattern, he/she should deal with the problem according to the school’s agreed policy. They should raise awareness of other staff, especially the pupil’s Form Tutor. If the incident is serious, e.g. physical harassment, intimidation, etc., it should be brought to the attention of the Deputy Head (Highfield) in the first instance and then the Head, if the incident is considered sufficiently serious.

CPOMS is used to record incidents, events or patterns of behaviour that cause concern, but that are not deemed to be bullying. This is a method of offering early help and prevention to both potential victim and bullying. The parents of both are made aware when such a concern is recorded. In all cases of bullying at school, an Incident Form should be completed and passed to the Deputy Head who will discuss this with the Head.

(b) How should the incident be dealt with?

- Reassure the victim and deal with the bully (as necessary).
- Remain calm, take the incident or report seriously, discuss with the victim why it started and the history of the situation, etc.
- Complete an Incident Form.
- Take action to diffuse the problem as quickly as possible.
- Think whether your action needs to be private or public.

- The parents of both the victim and the bully will be informed on all occasions when an Anti-Bullying Incident Form is completed.
- Reassure the victim.
- Offer concrete help, advice and support to the victim.
- Make it plain to the bully that you disapprove of his, or her, actions.
- Encourage the bully to see the victim's point of view.
- Ensure consequences are in place for the bully.
- Secure an agreement from the bully to improve his/her behaviour and avoid a repetition of such behaviour.
- The bully should give a written undertaking on a sheet of paper to be attached to the Incident Form that he will not repeat his behaviour and sign it (differentiated according to ability). The bully will receive constructive support to enable them to understand the behaviour expected of all pupils, including what behaviour is unacceptable, and to learn that good behaviour is a better way. The bully must be reminded that he/she must take no retaliatory action against the victim.
- Agree a review date with the victim and add this to the Incident Form or CPOMS entry as appropriate, include a copy of the Form to any CPOMS entry.
- Continue to monitor the well-being of the victim and the behaviour of the bully. Meet the victim on the review date to determine whether the bully has stopped his/her behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Deputy Head if the bullying has continued. The Deputy Head or Head will then take appropriate action.

(c) Sanctions that might be applied

Sanctions may range from a verbal warning to one of the school's sanctions (i.e. PoR or IOU), even ranging up to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's record with reference to bullying.

The aim of sanction is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting him/her to recognise the harm caused and to deter him/her from repeating the behaviour.
- Demonstrate to the school's community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.

(d) Threshold for Reporting Incidents of Bullying to External Agencies

In all cases of bullying, cyber-bullying and bullying outside school, staff must follow the school's reporting procedures and ensure the Head and Deputy Head (also the DSLs) are aware of such incidents. When there is reasonable cause for the Head and Deputy Head to believe that the child/children is/are suffering or likely to suffer significant harm, they will report the incident to outside agencies, such as the police or children's social care.

When there is abuse of one or more pupils against another pupil this incident should be treated as a safeguarding/child protection concern and the Safeguarding Policy should be followed. If a crime has been committed, or there is likelihood of a crime being committed and/or the bullying is of sufficient seriousness the school will refer the matter on to external agencies (such as police/ children's social care) whilst supporting the child/children in school, wherever possible. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

This policy should be read in conjunction with the following:

- Child Protection (Safeguarding) Policy
- SEND Policy
- Mental Health and Wellbeing Policy
- Behaviour Policy

Date policy implemented September 2004

Reviewed by PGSE/SEWB May 2018

Reviewed by PGSE / SEWB / AK May 2019

Reviewed by PGSE/SEWB/AK September 2020

Reviewed by PGSE/SEWB/ADJB September 2021

Reviewed by SC/SEB/GHU/ADJB September 2022

Reviewed by VL/GH July 2023

Reviewed by VL/GH August 2024

APPENDIX 1

HIGHFIELD SCHOOL ANTI-BULLYING POLICY FOR ALL CHILDREN

WHAT IS BULLYING?

Bullying is behaviour which makes you or other people feel uncomfortable or threatened. It may be that the behaviour is on purpose or not.

There are different sorts of bullying but the three main types are:

- | | |
|------------------|--|
| Physical | hitting, kicking, damaging, taking or hiding someone else's belongings, including money, pinching and shoving. |
| Verbal | name calling, teasing, insulting, threatening, writing unkind notes.
Cyber Bullying through the use of mobile phones, email, face book etc. |
| Emotional | being unfriendly, tormenting, spreading rumours, nasty looks, nasty gestures, deliberately leaving people out |

People react differently. It is not always possible to tell if someone is hurt or upset.

WE WISH OUR SCHOOL TO BE A PLACE WHERE ALL FEEL SAFE AND EVERYONE CAN ENJOY SCHOOL WITHOUT FEAR. EVERY PUPIL HAS THE RIGHT TO BE SAFE AND HAPPY IN SCHOOL, AND TO BE PROTECTED AT ALL TIMES.

BULLYING IS NEVER ACCEPTABLE

IF YOU ARE BEING BULLIED, OR YOU KNOW THAT SOMEONE ELSE IS, PLEASE TELL SOMEONE – EITHER A MEMBER OF STAFF OR A MONITOR – STRAIGHT AWAY AND WE WILL DEAL WITH IT.

WHAT BULLIES ARE DOING IS WRONG AND IT IS YOUR DUTY TO HELP YOURSELF OR THE VICTIM.

NOT TELLING MEANS THAT THE VICTIM WILL CONTINUE TO SUFFER AND THE BULLY WILL CARRY ON, PROBABLY WITH OTHERS, TOO.

WE WILL NOT TELL THE BULLY WHO TOLD US ABOUT THEM.

WE ALL HAVE A RESPONSIBILITY TO MAKE SURE THAT BULLYING IS NOT ALLOWED IN OUR SCHOOL.

**HIGHFIELD ANTI-BULLYING
INCIDENT FORM**

DATE:

NAME:

D.O.B.:

Who upset you?

.....
.....

Is she/he or are they older/younger/same age as you?

.....

How did he/she/they upset you? Did he/she/they:

1. Call you names?
2. Make rude comments about your size/ sporting ability / habits/ academic achievements / family?
3. Take something that belonged to you?
4. Make you frightened?
5. Turn others against you?
6. Do something else?

.....
.....

Where does it generally take place?

1. In the dormitory?	YES/NO	(A) In the morning	YES/NO
		(B) In the evening	YES/NO

2. In class?	YES/NO	Whose class particularly?
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.....

3. Between lessons / lunchtime?	YES/NO	Where?
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.....

How often does it happen?

- (A) Several times a day?
- (B) Once a day?
- (C) 2-3 times a week?
- (D) Once a week ?
- (E) Less than once a week?

How long has it been going on?

.....

Have you told anyone about it before? YES/NO

If yes, what happened?

.....

.....

If no, what prevented you telling?

.....

How do you think you can prevent it from happening again?

.....

Signature of Pupil:

ACTION:

.....

.....

.....

.....

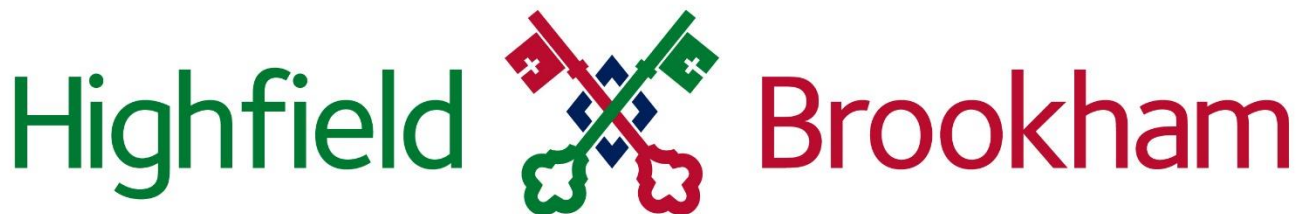
Review Date:

Signature of Adult:

.....

Dealing with Bullies: Some Guidelines

1. Punitive treatment towards the bully or bullies or harasser may well reinforce the view that when they get big/powerful enough, then they will be able to use bullying tactics again. Education and awareness raising is more effective and consistent.
2. Most bullies are happy enough to talk about what has happened as long as they think you, (the teacher) are being reasonable.
3. When dealing with the bully, defuse the situation, do not exacerbate it by being angry, sarcastic, or indignant yourself.
4. The pre-determined goal when talking with the bully is to get him/her to feel that the situation of the victim is something to feel concerned about.
5. Try to communicate with the perpetrator on equal terms, rather than from a hierarchical position. Try to devolve the power.
6. Accept the bully's account initially, in order to keep him/her talking.
7. When challenging a bully about his/her behaviour and working towards a resolution try the following statements/questions:
 - "I would like to talk with you because I've heard that 'x' has been having a rather bad time," or "I need your help, 'x' has been rather upset recently". "What do you know about all this?" or "what have you seen?" After you have made the first couple of statements remain silent and wait for the bully to respond. (The wait may seem to take forever, but wherever possible don't rescue him or her by talking to ease the tension.)
 - Whilst the bully tells you his/her side of the incident do not interrupt but encourage her/him with nods, and phrases such as "Oh", "Really", "That's interesting", "er huh", etc.
 - When you detect in the bully a note of concern for the victim stop the conversation, reinforce the notion that you both agree that something is wrong with 'x'.
 - Elicit constructive solutions. "What shall we do about it?"
 - Accept the bully's suggestions, if reasonable, then announce that you and she/he will meet again in a few days' time to discuss how things have gone. Make a time and date to meet.



POLICY REGARDING PUPIL SAFETY ON THE INTERNET INCLUDING POLICY ON ANTI-CYBER BULLYING INCLUSIVE OF THE EARLY YEARS FOUNDATION STAGE

Highfield and Brookham School embraces advances in technology, especially when used to support learning. While the internet and social media are exciting, there is a real need to raise awareness and address the potential dangers around technology such as sexual grooming and radicalisation of young people. We believe that the following issues should be discussed with pupils in order to safeguard their welfare and that they will constitute our security code of Internet use.

- We will agree with pupils who can use the Internet and when. We will try to use it as a shared resource in a shared and open area of the school IT suites.
- We will agree how long each pupil can be online.
- We will make sure that boarders know who to tell if something upsetting happens while they are online.
- We will complain on behalf of pupils if there is any material on an online service or on the Internet, which they find objectionable. In the case of possibly illegal material we will contact both the police and the Internet Watch Foundation via their web site at www.internetwatch.org.uk/
- We will discuss with pupils that their, or their parents' addresses, passwords, credit card numbers, phone numbers and email details are private and should not be shared with anyone on the Internet.
- We agree that not everyone on the Internet is who they say they are. We only allow MSN guarded chat rooms with their family members and designated friends. The children know that they must never meet anyone outside school who they have met via the internet.

We will use filters in order to filter out information we do not want to be displayed on screens. However, no method is fool-proof. Pupils will have to accept that staff have a responsibility to know who, and indeed what information, students are accessing.

Cyber Bullying

Cyber bullying is treated as 'traditional' bullying and it is understood that cyber bullying can have far greater impact due to the invasion of personal space, the anonymity (at least initially) of the bully, and the ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.

Preventative Measures

The school adopts the following preventative measures:

- The school reserves the right to monitor pupil's use of the internet on a routine basis. Mobile phones are not allowed in school except by written permission of the Heads. These are for some Boarders and access and use is controlled and monitored.
- Misuse of technology is subject to the School's Disciplinary Policy
- Pupils will be held personally responsible for all material they have placed on a web site and for all material that appears on a web site of which they are the account holder
- Misconduct of this kind by current pupils outside school will be amenable to school discipline if the welfare of other pupils or the culture or reputation of the school are placed at risk

- Sanctions may include restrictions on the use of the internet as well as other consequences in line with the school's behaviour policy.
- Informing parents and pupils on a regular basis of the dangers of bullying and cyber bullying and how and where to seek support and advice, both in and out of school, and what to do in the event that their child is a victim of cyber bullying. This is done through the PSHE Schemes of Work, Assemblies, Form Time and specific training led by our CEOP Ambassador Level trained members of staff.
- Raising awareness amongst parents of strategies to adopt to protect pupils from cyber-bullying through regular written communication and content accessible to the school's website.
- Making parents and pupils aware of the support available from web-based government sponsored or endorsed sites dedicated to informing parents and pupils about bullying and cyber bullying, including: <https://www.thinkuknow.co.uk/> and Appendix 3 of this Policy
- Keeping parents aware of developments and trends.
- Organising from time to time information evenings and training opportunities for parents to learn about cyber bullying and how to protect their children from it, led by our CEOP Ambassador Level trained members of staff.

Combating Cyberbullying

Cyberbullying may take different forms, including: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification / defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.

In all cases of cyber bullying, regardless of degrees of intent, pupils need to be aware of the effects of their actions.

In many cases of cyberbullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or being members of group chats. Such people may not recognise themselves as participating in bullying, but their involvement has the potential to compound the unhappiness for the person being targeted. 'Bystanders' or 'accessories' who actively support cyberbullying are liable to face sanctions themselves. Pupils who become involved in this respect need to be aware that their actions may have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyberbullying that differ from other forms of bullying. The key differences include:

- 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: cyberbullying may take place on a "24/7 basis" and, given the nature of electronic communication, its effects may be felt in any location.
- Anonymity: the person being bullied will not always know who is attacking them.
- Evidence: unlike some other forms of bullying, the target of the bullying is likely to have evidence of its occurrence.

Different technologies

Cyberbullying may take place through any of the following electronic media:

- Mobile phones.
- Instant Messenger and Voice over Internet Protocols.
- Chat rooms and message boards.
- Email.
- Webcam.
- Social networking sites.
- Video hosting sites.
- Virtual learning environments.
- Gaming sites, consoles and virtual worlds.
- Blogs and Wikis.

Responding to Incidents Involving Pupils

Incidents are treated as potential peer on peer abuse and therefore the schools' Child Protection Procedures are used as guidance in responding to cyber bullying. Key factors include:

- reassurance for the victim, including advice on self-protection measures
- the need to preserve evidence in the form of text messages, images and other material
- avoiding asking leading questions
- dealing with the matter discretely but giving no guarantee of full confidentiality in case matters need to go further
- assessment of risk and referral of serious cases to police or social services

Cyberbullying takes many forms and may cover physical appearance, disability, nationality, race, gender, religion and sexual orientation. What should a pupil do?

1. If a pupil receives an abusive e-mail or text (or any other form of unacceptable electronic communication), he/she should report the matter to a member of staff (Boarding Houseparent/Head of Year or Form Tutor) as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved wherever possible, but not forwarded or sent to other individuals
2. Depending on the nature of the allegation, the case will usually be addressed initially either by the Housemaster/Housemistress or by the Deputy Head/Pastoral Lead. For more serious allegations, the incident will certainly involve the Deputy Head/Pastoral Lead and relevant Head and, in extreme cases, could involve the Police or other external agencies.
3. Pupils involved will be interviewed and given the opportunity to state their case, in order to establish the truth in what seldom turns out to be straightforward issues. The investigation may also involve the ICT Manager who may have access to various electronic records. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied.
4. At the conclusion of the investigation, and in the light of what has been concluded, the outcome will be announced. This will be communicated to the staff and pupils involved and to parents. As indicated below, there is a range of sanctions that may be applied.

Sanctions

Sanctions applied may range from a verbal warning to one of the schools' standard sanctions, i.e. school service or IOU, even ranging up to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's record with reference to bullying.

The aim of sanction is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting him/her to recognise the harm caused and to deter him/her from repeating the behaviour.
- Demonstrate to the School's community that cyberbullying is unacceptable and that the Schools have effective ways of dealing with it, so deterring others from behaving similarly.

The Schools' Responsibilities

The school understands their responsibilities in relation to online safety by doing the following:

- (a) Having clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy.
- (b) Offering clear guidance on the use of technology in the classroom and beyond for all users, including staff,

students/pupils and visitors that references permissions/restrictions and agreed consequences if guidance is not adhered to;

(c) Detailing the School's and parents' technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content as well as alerting the Schools to safeguarding issues;

(d) Building resilience and strength of character in its students to protect themselves and their peers through education and information;

(e) Continuing to build staff safeguarding professional development that includes online safety;

(f) Ensuring reporting mechanisms are available for all users to report issues and concerns to the Schools and how they are managed and/or escalated;

(g) Communicating with and educating parents/carers in online safety;

(h) Managing personal data in line with statutory requirements.

Further guidance on Cyber Bullying can be found in the three Appendices to this Policy:

- Appendix 1** **When and How to Contact the Service Provider**
- Appendix 2** **Identifying the Bully**
- Appendix 3** **Some Useful Agencies/Resources on Bullying and Cyber Bullying**
- Appendix 4** **Anti-Cyberbullying Code: Advice to pupils**

PGSE, SEWB, CS, JT

September 2016

Reviewed by PGSE/SEWB/CS/ May 2018

Reviewed by PGSE/SEWB/AK May 2019

Reviewed PGSE/SEWB/AK September 2020

Reviewed PGSE/SEWB/AK September 2021

Reviewed by SC/SEB/GHU/ANBA September 2022

APPENDIX 1

When and How to Contact the Service Provider

Mobile Phones

All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability. Action can be taken against the bully's phone account (e.g. blocking their account), only with police involvement.

Details of how to contact the phone operators:

- O2: www.o2.co.uk and use the 'Contact Us' link at the bottom of the website page.
- Vodafone: call customer services on 191 from a Vodafone phone or go to www.vodophone.co.uk
- T-Mobile: call customer services on 150 from your T-Mobile phone or on 0845 412 5000 from a landline, or email using the 'How to Contact us' section of the T-Mobile website at www.t-mobile.co.uk

Social Networking Sites (e.g. Twitter, Instagram, Facebook, Bebo, MySpace, Piczo, SnapChat)

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site. Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can also set their profile to 'Private,' so that only those authorised by the user are able to access and see their profile. 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 may issue conduct warnings and they can delete the accounts of those that have broken these rules. It is also good practice for social network providers to make clear to the users what the terms and conditions are for using the service, outlining what is inappropriate and unacceptable behaviour, as well as providing prominent safety information so that users know how to use the service safely and responsibly.

Contacts for some Social Network Providers

TikTok, Snapchat, WhatsApp and Instagram all offer support and services for reporting abuse:

<https://support.tiktok.com/en/safety-hc/report-a-problem>

<https://help.instagram.com/192435014247952>

<https://support.snapchat.com/en-US/a/report-abuse-in-app>

<https://faq.whatsapp.com/general/security-and-privacy/staying-safe-on-whatsapp/?lang=en>

Facebook: If people make offensive postings, you can use the "Report" link which is on the Facebook pages to make a complaint. There's more info on this on <http://www.facebook.com/help/?safety#!/help/?safety=parents>

Facebook pledges to investigate the complaint and to remove the content and warn or ban the offender from the site within 24 hours. If you email Facebook you should get a reply within 72 hours telling you what they have done about the problem.

Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left hand corner of screen) on every Bebo profile. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report. Users have the option to report suspicious online activity directly to the police by clicking the 'Report Abuse' link and then clicking the 'File Police Report' button.

MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://us.myspace.com>), and at the bottom of every page with the MySpace site.

Piczo: reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report Abuse' page can be found at: <http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp>.

Instant Messenger (IM)

It is possible to block users, or change Instant Messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do this. In addition, the Instant Messenger provider 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. It is also good practice for Instant Messenger providers to have visible and easy-to access reporting features on their service.

Contacts of some IM Providers

- MSN: when in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at <http://support.msn.com/default.aspx?mkt=en-gb> to report on a range of products including MSN Messenger.
- Yahoo!: when in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse.'
- Email providers (e.g. Hotmail and Gmail):
- It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their email addresses. The email provider will have information on their website and how to create a new account.

Contacts of some Email Providers

- Hotmail: there is an online contact form at
- <http://support.msn.com/default.aspx?mkt=en-gb>.
- Gmail: there is an online contact form at
- https://services.google.com/inquiry/gmail_security4.
- Yahoo!Mail: there is a 'Help' link available to users when logged in, which
- contains a reporting form.

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/termssection5c.

Chat Rooms, Individual Website Owners/Forums, Message Board Hosts

Most chat rooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated, and then moderators will warn users posting abusive comments or take down content that breaks their terms of use.

APPENDIX 2

Identifying the Bully

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individual's phone or hacking into their social media or school email account to send nasty messages.

In cases where you do not know the identity of the bully, here are some key questions to consider:

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school ICT staff or ICT support to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their pupils. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network, and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact or behaviour). The Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at www.ceop.gov.uk. However, it is important to note that it is the sexual exploitation of children and young people, not cyber bullying, which forms the remit of CEOP.

Information about Cyber Bullying and Civil and Criminal Laws:

It is very important for schools to take cyber bullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyber bullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or particularly for cyber bullying – threatening and menacing communications.

APPENDIX 3

Some Useful Agencies/Resources on Bullying and Cyber Bullying

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

Anti-Bullying Network

An excellent Scottish Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for pupils, teachers, parents, on all aspects of bullying, including homophobic, racist and cyber and good case examples of schools in the region that have tried out various strategies to reduce bullying, organised under specific headings. Schools may find these useful for ideas and to adapt. www.antibullying.net

Antibully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.

www.antibully.org.uk/bgbullied.htm

BeatBullying

A very successful charity that supports borough-based, youth-lead, anti-bullying campaigns. It works with young people and professionals and organises seminars, training courses and conferences. It has an accessible website for young people and schools. It also provides professionals with comprehensive anti-bullying toolkits.

www.beatbullying.org

Chatdanger

This gives advice for young people and parents on using Internet Chat rooms safely.

www.chatdanger.com

Children's Express

Children's Express is a UK-wide news agency producing news, features and comment by young people for everyone. It encourages young people to express their views through story, journalism, photos and images on all issues including bullying that affect them. It also publicises what the Children's Commissioner is doing for children. www.childrens-express.org

CEOP: (Child Exploitation Online Protection)

A government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for secondary age pupils called 'thinkuknow'. www.ceop.gov.uk

ChildLine

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for pupils and schools and has a range of publications and downloadable resources for children, parents and teachers. www.childline.org.uk

Children's Legal Centre

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals providing advice in this area. It advises on actions schools are required to take to prevent and deal with bullying effectively, as well as providing practical advice on what parents can do if a school fails to support their child. www.childrenslegalcentre.com

Department for Education and Skills

DTES: Do not suffer in Silence – A pack that has been issued to all schools. It has very useful definitions and training suggestions for a whole school approach to prevent bullying. It has postcards for pupils experiencing bullying in a number of languages. The DFES also offer a DVD (Making the Difference) that schools can access and excellent training materials on raising awareness about bullying related to race, religion and culture. www.dfes.gov.uk/bullying

Kidscape

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, ZAP, for children and young people and develops their confidence and skills to resist bullying and forms of abuse. www.kidscape.org.uk

NSPCC

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied. www.nspcc.org.uk

Parentline Plus

This is a charity dedicated to support parents on all issues related to parenting and has a very helpful section on bullying. www.parentlineplus.org.uk

Teacher Vision

This provides a downloadable list of five to ten minute activities that are intended to promote positive community building, an understanding of a range of emotions and conflict solutions. www.teachervision.fen.com

Text Someone

To encourage young people to report incidents of bullying, theft, crime or any antisocial behaviour directly to schools 'Text Someone' was born, allowing schools to offer pupils the chance to text, email or call 24 hours a day, 7 days a week, to report any problems they may have. Once the school has received the message they can then take the appropriate action.

Young Minds

Young Minds aims to promote the mental health of children and young people through a parent's information service, training and consultancy, advocacy and publications. Its site provides basic information on a range of subjects including bullying. www.youngminds.org.uk

Books

Most of the websites listed above have books and resources that schools can order to extend their understanding of bullying and how to prevent it.

APPENDIX 4

[Anti-Cyberbullying Code: Advice to pupils](#)

This advice is intended to help pupils protect themselves from getting caught up in cyberbullying and to give guidance about how to report it if it does happen to them.

Advice on How to Protect Yourself from Cyberbullying and What to Do if you Cyberbullied

Seeing nasty comments about yourself on a website or being sent nasty or threatening text messages can cause considerable upset. This advice is to help you to know what to do to protect yourself from this and who to talk to if this ever happens to you.

1. Respect other people

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really upset someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be helping a bully and you could find yourself being accused of cyberbullying. You could also be breaking the law.

2. Think first before you send

It is very important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Parents, teachers, friends or future employers may be able to look at photos in years to come.

3. Protect your password

Take care to make sure that other people do not know your passwords. It is a good idea to change them often and you should not use obvious passwords like your name or date of birth. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. It is also sensible to give your mobile phone number only to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly.

5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, may well be what the bully wants and can easily make things worse very quickly.

6. Save the evidence

It is important to keep records of upsetting messages, pictures or online conversations. If you are intending to make a complaint, this will help you show to others what is happening and can be used by the Schools, Internet Service Provider, mobile phone company, or even the Police to investigate the cyberbullying.

7. Make sure you report any cyberbullying

You have a right not to be upset and/or bullied online and you should report incidents of cyberbullying that take place. There are always people who you can talk to and who will be able to help:

- You should tell your Form Tutor, Head of Year, Houseparent, the Deputy Head/Pastoral Lead or any other member of staff, who will be able to advise you on this.
- The provider of the service you have been bullied on (your mobile-phone operator or social- network provider). Check their websites to see where to report.
- If you are unable to make progress with the areas listed above, you are able to call a helpline, such as Childline on 0800 1111.

8. The Reputation of the Schools

Finally, remember that the Schools may take a view on anything published, in any electronic way, if these could damage the reputation of the Schools. This is not just confined to term-time only.