

Anti-Bullying Policy

Lancing College



Lancing College

1 INTRODUCTION

- 1.1 The College aims to provide a safe, welcoming, supportive and tolerant environment in which each pupil feels valued as an individual, and in turn, learns the importance of tolerance and consideration towards others.
- 1.2 We believe that the school should be a happy and positive community and one in which all pupils feel safe, secure and that they have a voice. We expect pupils to be kind, honest and considerate in their relationships with others and to extend particular care to those who face particular challenges – e.g. pupils suffering from physical or mental ill-health; pupils for whom English is not their first language; pupils with particular educational needs or disabilities.
- 1.3 The example set by staff is of itself helpful in creating a climate in 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. The same applies to the relationships between teachers and pupils: pupils should always be treated with honesty, kindness, professionalism and fairness.
- 1.4 The scope of this policy extends to bullying actions occurring out of school that have a negative effect on pupils in school and the school has a responsibility to respond to disclosures of bullying to its pupils occurring outside the school, in particular where a pupil's wellbeing and progress in school may be affected.

2 DEFINITION

- 2.1 Bullying is a behaviour that is intended to harm someone physically or emotionally. Bullying may be a group or individual activity; it may be an incident or two or a pattern of repeated behaviour over time.

It intentionally hurts an individual or group physically or emotionally and is often motivated by prejudice, for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs or disability, or because a child is a carer or adopted. It may occur directly or through cyber-technology (social networking websites, mobile phones, text messages, photographs and email). It involves the abuse of power by one or several people who are perceived as more powerful. It may result in serious physical and/ or psychological damage for the victim and, in the most tragic of circumstances, may lead to suicide. Its effects can be long-term and should never be underestimated.

3 AIM

- 3.1 Lancing College aims to promote a culture in which pupils and staff live and work in a safe, supportive and tolerant environment. Young people should feel confident that they can approach adults about matters of concern to them, and that their concerns will be heard and acted upon. Bullying can only thrive in a culture of secrecy and silence.
- 3.2 Pupils and staff should be aware that bullying of any sort is not tolerated at Lancing College. All members of staff should be acquainted with the College anti-bullying policy and procedures. All staff should be sensitive to the needs of pupils who are the victims of bullying.

- 3.3 Through training, consultation, questionnaires and dialogue, pupils are fully involved in the implementation, operation, monitoring and evaluation of this policy and so are a key part of the anti-bullying culture of the school.

4 OBJECTIVES

4.1 Preventative

- To ensure the protection of pupils from bullying
- To promote communication and good listening between pupils and staff
- To make sure that pupils know that involvement in bullying is a serious offence and will be treated as such by the College
- To ensure that pupils and staff are aware that cyber-bullying and bullying outside school should also be reported and will be acted upon
- To promote the idea of Lancing as a 'talking' school, where those subject to or witnessing bullying bring this to staff attention swiftly and via a wide range of possible routes.

4.2 Reactive

- To ensure that correct procedures are understood and followed
- To ensure that the policy is consistently applied

5 TRAINING

- 5.1 Annual training for all staff in Safeguarding includes safeguarding children from bullying in school, outside school and online including SEND and other vulnerable or minority pupils. It aims to raise staff awareness so the principles of school policy are understood, legal responsibilities are known, action is designed to prevent problems and sources of support are clearly indicated, including particular expertise beyond the school.
- 5.2 Recent whole-school INSET has focused on awareness about vulnerable or minority pupils and the particular challenges they may face. All teaching and key pastoral staff complete termly Educare modules with a safeguarding and welfare focus (e.g. those on child-on-child abuse, on preventing bullying, on Adverse Childhood Experiences and on the Prevent strategy).
- 5.3 In addition, bullying or potential bullying issues are flagged weekly in the staff briefing; discussed weekly in the HMMs meeting, and considered in a weekly Welfare meeting of the Senior Deputy Head, DSL, Assistant Head Pastoral with the College Counsellor and the Senior Nurse.
- 5.4 All staff know that a bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. All staff are aware of their responsibility to pass on a record of any bullying concerns/ incidents to the DSL – even if this has been fully dealt with.

6 IDENTIFYING BULLYING

6.1 Bullying ...

- Intends to harm: it is deliberate behaviour that seeks to upset and cause distress
- There is a harmful outcome: one or more people are hurt physically or emotionally
- Is (generally) persistent and repeated
- Is direct or indirect (e.g. can involve acts of physical aggression or indirect acts such as spreading rumours)

- may include the use of technology to perpetrate the abuse, e.g. “cyberbullying”
Involves unequal power and the abuse of power by individual(s) who may be perceived as being more powerful due to age, physical strength or psychological resilience

6.2 It includes ...

Physical attacks

- actual violence e.g. pushing, shoving, kicking, hitting, pinching
- spitting
- threats of violence or intimidation
- demanding money, property or favours through intimidation
- interfering with property or deliberate damage of property or work

Verbal attacks

- teasing, name-calling, ridiculing/mimicking/sarcasm
- incitement of others to commit an act of bullying
- spreading rumours
- ‘banter’ – verbal sparring or joking where the intention is to hurt, embarrass or discomfort or where this is the outcome in a relationship where there is an imbalance of power

Emotional attacks

- ignoring/shunning or excluding someone
- intimidating or embarrassing graffiti
tormenting, ridiculing or humiliating someone

6.3 Bullying behaviour may focus on any point of difference. Some forms of bullying are discriminatory and include:

- racially offensive remarks and behaviour
- sexually offensive remarks and behaviour
- offensive/ aggressive remarks or behaviour with regard to sexual orientation
- offensive remarks and behaviour towards someone with a disability

6.4 Pupils may also be involved in or subject to other forms of child-on-child abuse, which may include (but are not limited to):

- gender based violence or intimidation
- initiation rites
- sexual violence (rape, assault by penetration and sexual assault) and sexual harassment
- sending sexually explicit material/ pictures or coercing others to do so or sharing such images (‘Sexting’)

6.5 Bullying is often a group behaviour and happens within a social context. As such there are a number of roles that play out in a bullying context:

- Victim
- Participant/ bully (active, taking initiative)
- Reinforcer (reinforcing bullying behaviour e.g. by laughing or providing an engaged audience)
- Defender (supporting those on the receiving end, trying to stop the behaviour, comforting, seeking help)
- Bystander (doing nothing, passive audience)

7 BULLIES AND VICTIMS

- 7.1 It would be impossible, and wrong, to quantify what makes someone likely to bully and why some individuals may be subject to such behaviour, but there can be patterns:
- 7.2 Young people who bully may ...
- feel excessively criticised at home or in school
 - be more aggressive, both to children and adults
 - have high social status
 - have a need to dominate others
 - have little sympathy towards the person they are bullying (or witnesses)
 - have experience where aggressive behaviour/ violence is normal
 - be struggling to cope academically or in other way
- 7.3 Young people who are bullied may be either passive/ submissive or provocative, and thus
- have a tendency to be anxious or insecure
 - have few friends
 - have poor social skills
 - have an aversion to confrontation
 - have a SEND diagnosis or other vulnerability
- 7.4 Those who exhibit bullying behaviour may also have been bullied.
- 7.5 Lancing College, whilst dealing stringently with any form of bullying, will also work with, support, counsel and educate those who have bullied as well as caring for those who have been the victims of bullying.

8 SIGNS of BULLYING

- 8.1 **A pupil may not disclose that bullying is taking place but there may be outward signs that would alert staff to concern that this might be the case:**
- property, clothes and work damaged or lost
 - unexplained injuries or an injury inconsistent with the explanation
 - a pupil becoming withdrawn and reluctant to say why
 - indicators of anxiety – e.g. hyper-alert behaviour, stomach aches
 - a decline in academic attainment
 - a reluctance to attend school or to attend particular lessons or activities
 - requests to be accompanied/ driven to and from school
 - unusual patterns of behaviour regarding money and possessions
 - depression in the pupil; a reluctance to eat or 'comfort' eating; unhappiness, moodiness, irritability; withdrawal
 - a pupil who visits Matron or the Health Centre frequently
 - significant change in generally observed mood, behaviour and responses
 - anger and aggression
 - crying themselves to sleep, having nightmares
 - starting to self-harm; attempting or threatening suicide

Taken individually the above may not be due to bullying, but a combination of several of these signs could be a strong indication of bullying. In any case, if a pupil is experiencing any of these it could be an indication of unhappiness and should be investigated.

8.2 The effects of bullying behaviour may include:

- Feelings of deep unhappiness that can lead to depression and anxiety and in some cases to self-harm and suicidal thoughts
- Feelings of shame, inadequacy and weakness
- Feelings of anger and bitterness
- Physical illness including stomach aches, insomnia and exhaustions
- Low self-esteem which can affect success in education and work as well as the ability to make friends and sustain healthy social relationships
- Becoming or exhibiting withdrawn behaviour from family and friends

9 COMBATting BULLYING – SUPPORT STRUCTURES

- 9.1 All staff, in particular Housemasters/Housemistresses and House Tutors, have a responsibility for promoting an atmosphere of respect and tolerance. Housemasters/ Housemistresses meet with those in their care several times daily and are the most directly in loco parentis and the weekly meeting of tutor and tutee enables one-to-one conversation about a range of issues, which may be largely academic but can also encompass welfare and pastoral issues. Staff live alongside pupils and this accessibility and frequent communication ensures that it is easy for pupils to report bullying and to be reassured that they are being cared for. Each House has a Matron (and boarding House matrons are resident) and a key part of their role is to be a listening ear. Each House has an Assistant Housemaster/ Housemistress (generally resident) who is another port of call and accessible to all in the House.
- 9.2 Richard Dolan (RPD), the Designated Safeguarding Lead and his deputies, Hilary Dugdale (Senior Deputy Head) Anne McKane (AM, Handford Housemistress), Gary Bird (GDB, Head’s Housemaster), Kelly Edwards (KVE, Manor Housemistress), James Grime (JAG,Teacher) are responsible for matters of child protection, which includes the anti-bullying policy. Their details are posted around the College, in Houses and they run Child Protection training for all senior pupils and discuss Safeguarding with all pupils via the PSHE programme as well as working directly with individuals and groups where concerns arise.
- 9.3 The College Chaplain, is always available to see pupils to discuss problems.
- 9.4 Jacqui Painter (JLP), and Christina Morris, the school counsellors, are available to pupils on Monday to Friday 12pm – 6pm. Pupils may self-refer via email/ text or phoning, or may be referred (with their agreement) by staff. Their email address counsellor@lancing.org.uk and telephone number (01273 465808) is made known to all pupils and staff.
- 9.5 The Health Centre is open 24/7 and pupils can seek help and advice (and may self-refer) from the College nursing staff and (if boarders) from the College Medical officers.
- 9.6 The Independent Listener is Rev Thomas Fink-Jensen and he can be contacted on 01865 807875 or revthomasfj@gmail.com. This is someone who is not a member of staff or in the employ of the school but knows the school, is familiar with our safeguarding structures, has an enhanced DBS check and is available if a pupil wants to speak to someone independent of the school about an issue that concerned them, to listen and signpost to help.

- 9.7 The PSHE programme, which runs across all year groups and is responsive to pupil suggestion and input as well as having a core programme, deals with the problem of bullying, friendships and managing conflict in the Advent Term of the Third Form, and this (including cyber-bullying and E-Safety) is revisited in the PSHE and RSE programme in the Fourth, Fifth and Sixth Form PSHE programmes. Senior pupils (Peer Supporters and Prefects) are often used to deliver particular PSHE sessions or to supplement PSHE sessions with discussions in-House. This reinforces to pupils the part they can play in preventing bullying, including when they find themselves as bystanders.
- 9.8 The College runs a Peer Support group – members of the Sixth Form are trained in listening skills and in Child Protection procedures and make themselves available to other pupils for support and guidance. Posters showing this group are displayed widely across the school including details of individuals' email addresses and how to contact members of this group. This group extends across all the Houses and runs to the supervision of the Senior Deputy Head and the school counsellor and issue-specific training extends across the two years of their 'office'.
- 9.9 The Pupils' Charter (given to new pupils and their parents) contains advice on what pupils should do if they experience bullying and provides reassurance that all complaints will be dealt with seriously.
- 9.10 A digest of the Anti-Bullying Policy is made available to all pupils and staff through the Blue Book, and is displayed widely around the school in classrooms and Houses.
- 9.11 Details of outside agencies (eg Childline) are made available to pupils (for example in the Pupils' Charter and in the Getting Help and Advice notice distributed to all Houses). A new NSPCC helpline 0800 136 663 or (help@nspcc.org.uk) went live on 1 April 2021 to support potential victims of sexual harassment and abuse in education settings. It aims to provide appropriate support and advice to children and adults who are victims of sexual abuse in schools, including on how to contact the police and report crimes. The helpline also provides support to parents and professionals.
- 9.12 House Captains, Heads of House and school Prefects play a role in the pastoral care of younger pupils and their peers and provide reassurance and advice as well as acting as a conduit of concerns to staff. These pupils are given child protection and safeguarding training.
- 9.13 The Diversity and Inclusion Champions, pupils drawn from across the Houses, have a consultative and leadership role in considering and addressing issues of parity, equity and combatting discriminatory attitudes.
- 9.14 The annual Lancing Social Attitudes Survey is a standalone survey based on work by the EHRC that aims to measure discriminatory attitudes and behaviours, and support work combatting this form of bullying.
- 9.15 All members of the Lower Sixth Form are given anti-bullying and safeguarding training as part of their induction into the Sixth Form, and consider a range of scenarios and the responses that these might occasion. This is reinforced in the Upper Sixth Form through PSHE and online training.

- 9.16 National Anti-Bullying week is made a College-wide focus for discussion, training and particular initiatives. This is very much driven by the Peer Supporters who give assemblies, talk in small groups and arrange awareness-raising campaigns.
- 9.17 Regular staff training (including Child Protection (Safeguarding) induction and update training) raises awareness, ensures that school policy is understood and responsibilities are known, legal responsibilities are known, actions are defined to resolve and prevent problems and sources of support are explicitly known about. All staff know that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. All staff are aware of their responsibility to pass on a note of any bullying concern/incident to the DSL. *Educare* training modules are undertaken termly by all teaching staff, to refresh understanding and awareness.
- 9.18 Bullying issues are discussed with parents and the school works closely with parents in helping to support their children, including making clear to children the part they can play to prevent bullying. This is reinforced by the PSHE for Parents programme which runs on Saturdays throughout the year and looks at issues such as self-esteem; digital awareness; maintaining good mental health, addiction, self-harm and resilience.
- 9.19 An annual questionnaire, issued confidentially to all pupils in the aftermath of national Anti-Bullying Week, reinforces reporting routes, the definition of bullying and tracks pupil experiences of bullying behaviour and their understanding of what constitutes bullying and the school's anti-bullying policy. This is collated, its findings shared with staff and the Governing Body and is used to identify patterns and to target areas of concern in a swiftly-responsive manner.
- 9.20 The DSL collates reported incidents of bullying behaviour in order to evaluate the effectiveness of our approach and to identify and act upon patterns.
- 9.21 MyConcern is a management information system used to flag safeguarding concerns to the DSL and his deputies. It is accessible from the front page of the VLE for staff to communicate immediately low level/ early help concerns. This allows instant response to problems when they are starting and therefore for very early intervention. Two parallel system for pupils exist. *Share It!*, enables instant access to the safeguarding team with concerns about themselves or others. *Whisper* enables pupils to flag a concern anonymously with the DSL where they may wish to discreetly raise a worry. This system allows the DSL to communicate with the pupil by return.
- 9.22 All staff (via lessons, tutorials, in Houses) reinforce the message that reporting bullying is not 'snitching' but vital for keeping everyone safe and making the community a happy one.

10 COMBATting BULLYING – THE CURRICULUM

- 10.1 **Religious and Moral Education:** The aim of promoting a tolerant, supportive environment within the College is reinforced in the continuing religious and moral education as delivered in weekly whole-school and Senior School chapel services, in Assembly and Religious Education lessons. This includes the discussion and celebration of differences between people; a reinforcement of equal worth and the importance of avoiding prejudice-based language.

- 10.2 **PSHE:** The problem of bullying is discussed throughout the school's PSHE programme, and in additional formal workshops. All pupils in the Third to Lower Sixth Form are trained in E-Safety awareness, including age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/ photographs. All pupils are taught about keeping themselves safe, in both the 'real' and digital world and these discussions are reinforced and continued in Houses. External speakers, including youth workers from Allsorts (LGBTU), individuals with a national profile like Natasha Devon, Karl Hopwood, Laura Bates and Dick Moore.
- 10.3 **IT:** The College has a BYOD policy for all pupils with iPads and permits access to mobile phones and a variety of personal devices (within the bounds of the school rules). Pupils are safeguarded from potentially harmful and inappropriate online material through education, through the structure of our Acceptable Use Policies, and through monitoring and filtering. The College also celebrates and provides ongoing education in the safe, positive and responsible use of emerging technologies, and Acceptable Use Policies as well as the guiding principles of the school rules make clear pupils' rights, responsibilities and restrictions in using IT (cf school rule 12).
- 10.4 **The Wider Curriculum:** All teachers have a duty of care and a responsibility to promote a safe and tolerant teaching environment where pupils feel they can contribute without fear of ridicule. It is essential that teachers remain sensitive to the atmosphere in a lesson and act firmly and immediately to stop any bullying, intimidation and ridiculing, and communicate concerns swiftly with the Housemaster or Housemistress of pupils concerned. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Head Master's Lectures (to which pupils and parents are invited) in recent years have been given by the CEO of the Equalities and Human Rights Commission and a celebrated disability activist. Head Master's Assemblies in recent months have focussed on Holocaust Education, the BLM and #Me Too movement; a Sixth Form pupil has preached in Chapel on microaggressions, and a working party of staff was set up to examine curriculum, inclusion and representation which has led to the formation of a group of pupil Inclusion and Diversity Champions, who span the Houses.

11 PROCEDURES FOR DEALING WITH BULLYING

- 11.1 If as a member of staff (and this includes *any* person employed by or working at the College: teachers, support staff, VMTs, sports coaches etc.) you witness an act of bullying or are told of such an incident...
- stay calm and don't make snap judgements
 - explain clearly why the bullying behaviour is unacceptable
 - separate the pupils involved as appropriate
 - explain to all involved that the incident will be treated seriously and that further action will be taken
 - listen carefully to what the pupil is saying, making notes at the time or immediately afterwards
 - reassure the pupil that s/he has done the right thing in speaking up and indicate what actions you will take in follow up and who you will inform
 - remember that you are not able to guarantee secrecy

- offer support to the pupil – assure him/her that the matter will be dealt with sensitively
- explore with bystanders what they may or may not have witnessed
- where necessary, ensure the child's immediate comfort/safety/reassurance by enlisting the help of a friend or another member of staff to stay with the pupil while the incident is reported or investigated further.
- listen to the bully's side of the story and explore the ways in which they were involved and what they could have done differently

Then, in line with the College's Safeguarding Policy and procedures:

- refer the incident as soon as possible to the appropriate person (Housemaster/Housemistress, Assistant Head Pastoral, the Assistant Head Safeguarding (who is the DSL), Senior Deputy Head, etc.)
- keep a written record of the incident giving details of names of all involved, including witnesses, date and time and a clear account of what happened.
- Pass on a brief record to RPD (DSL) using MyConcern, who maintains a central record of bullying incidents
- Continue to support the pupil

11.2 Procedures outside school premises

Section 89 clause 5 of the Education and Inspections Act 2006 makes it clear that 'head teachers have the power to discipline their students for any bullying incidents outside of school to such an extent as is reasonable'.

The school will therefore respond to reports of bullying outside school by:

- Investigating any reports of bullying outside school that are reported to school staff and acting on these accordingly
- The DSL will communicate with his equivalent in any other school where pupils are reported to be involved (as antagonists or victims) with Lancing College pupils in incidents
- If the misbehaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

12 CYBER-BULLYING

12.1 Definition

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

12.2 Varieties of cyberbullying:

12.2.1 The first variety of cyberbullying is the use of any platform or device to cause someone distress or harm through the use of written text or the spoken word. This includes (but is not limited to):

- posting rumours, lies or inaccurate information;
- taunting, mocking, insulting or humiliating someone;
- threatening or otherwise attempting to intimidate someone;
- making sexual, violent, or otherwise abusive comments directed against someone (including comments on supposed sexual behaviour, especially of girls);
- making silent calls or sending anonymous, unsolicited messages;

- sending malicious messages which, although they do not directly name someone, are clearly about a person who will be recognised by a community or user group;
- tagging text (including 'chat') by or about someone, or photos or films by or of them, with comments which are designed to be offensive or provocative ('trolling');
- sending messages in an apparently deliberate attempt to isolate or exclude someone, or to separate them from others;
- harassing someone by (for example) deliberately trying to follow and perhaps comment on all of their interests and moves online ('cyberstalking');
- attempting to force someone to do or say something by threatening to reveal something about them (blackmail);
- threatening to reveal someone's (supposed) sexual orientation without their knowledge, understanding or permission ('outing');
- attempting to trick or manipulate someone into doing, saying or revealing something ('grooming').

12.2.2 The second variety is the use of any platform or device to cause someone distress or harm through the use of image or film. This includes (but is not limited to):

- using any device to take pictures or make films of someone without their informed agreement, but with the potential for later causing them distress; for example, making and/or sharing films of attacks on others;
- digitally manipulating images so as to humiliate or insult someone, and/or sharing or posting such images on any platform;
- making or sharing images of someone which by their nature are threatening or intimidating;
- sending anonymous, unsolicited images or films;
- making or sharing images or films which ridicule or undermine someone so as to isolate or exclude them socially;
- making and/or sharing images of another person which are sexualised.

12.2.3 Third, the use of any device or platform to cause someone distress or harm by impersonating or otherwise misrepresenting them. This includes (but is not limited to):

- creating fake social networking profiles or web pages;
- sending or posting information in someone else's name;
- interfering with someone's own information after gaining access to it without their knowledge or permission;
- 'borrowing' or stealing someone's device and using it to cause distress to a third person, so as to make that person believe the device's owner is responsible.

12.3 **Some features of cyberbullying which are different from other forms of bullying:**

- Cyberbullying can take place 24/7, intruding into the home and places that have previously been regarded as safe and private
- The audience can be very large and rapidly reached. The difficulty in controlling electronically circulated messages means that the scope and scale of cyberbullying can be greater than for other forms of bullying.
- The profile of the person being bullied and bully may not rely on traditional power imbalances.

- The target of the bully will have evidence of its occurrence through the 'digital footprint', which can potentially be used as evidence.
- There may not be a clear intention to hurt or distress, in some cases. The person responsible may not realise that remarks are publically accessible or persistent or the amplified effect that technologies produce

12.4 **Cyberbullying and the Law**

Whilst there is not a specific criminal offence called cyberbullying, activities can be a criminal offence under a range of laws including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Computer Misuse Act 1990
- The Public Order Act 1986
- Obscene Publications Act 1959
- The Defamation Acts of 1952 and 1996

12.5 **Acceptable-Use Policies**

These govern both pupil and staff use of technologies. All pupil and staff users of ICT within the College agree to abide by and within these policies. The policies are posted on the VLE and their scope includes:

- Rules on the use of equipment, software and network access provided by the school (e.g. phones and devices, VLE, internet access)
- The use of staff and pupil owned equipment and internet access routes, where they are used on school premises (e.g. mobile phones, laptop or similar devices, digital cameras)
- Acceptable behaviour for pupils and employees, including behaviour out of school where potential harm to others or bringing the school into disrepute might be occasioned.

12.6 **Combatting Cyberbullying**

- All pupils in the Third to Sixth Form are trained in E-Safety awareness, including age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/ photographs.
- An annual E-Safety *PSHE For Parents* speaker invites parents of pupils at the College to develop their awareness of E-Safety.
- Staff have undertaken specific online safety safeguarding training.
- The Behaviour Policy, the School Rules, Acceptable Use Policies and the Child Protection (Safeguarding) Policies all outline school guidance and information relevant to cyberbullying.
- The College's commitment to the ICT infrastructure, to developing teaching and learning strategies using the VLE and iPads and to fostering independent learning ensures that innovative and engaging use of technologies is supported and the positive use of technology is modelled through safe and effective practice.
- Pupils are taught through lessons and PSHE about how to keep themselves safe when using ICT and are aware of their responsibilities in their use of such technologies.
- Anti-bullying week is dedicated to raising awareness of bullying (including cyber bullying) and reminding staff and students of their responsibilities to report it.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small. Recent staff training has focused on social media networking sites and apps.

- The school's technical provision and infrastructure filters and monitors inappropriate content and alerts the school to safeguarding issues; and the IT Department are active in flagging all concerns to the DSL
- The expertise of the Director of IT is used in taking a lead on incidents of the misuse of ICT and in overseeing anti-cyberbullying activity
- The school has robust data protection policies and the management of personal data is in line with statutory requirements.

12.7 Procedures for dealing with cyberbullying

Members of staff should respond as for any bullying incident with the addition that:

- The victim should be advised to keep any records of the abuse – text, emails, voice mail, web site or instant message. Screen shots should be taken of messages or web pages and a careful record taken of time, date and site address.
- The member of staff should collect such information as is immediately available (e.g. copies of emails, text messages, photos) and pass on this material/ evidence to those undertaking further investigation.
- The victim should be advised not to retaliate to incidents.
- If there is a report or suspicion that a pupil's mobile phone is being used to bully, harass or humiliate another pupil or a member of staff or there is a suspicion of inappropriate content on the phone then it will be confiscated and given to the Designated Safeguarding Lead. The DSL will then gain the password/pin number for the phone from the pupil and investigate the phone along with the Director of IT. Further disciplinary investigation/ discussion will then involve the Assistant Head (Pastoral), the Assistant Head (Safeguarding), the Senior Deputy Head/ Head Master as appropriate.
- The school may, in law, confiscate and search any mobile phone where there is reasonable cause to believe it contains pornographic images or has been used to commit an offence or contains material which could cause personal injury to any person (including the pupil owning it.)
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

13 RESPONSES

- 13.1 With all incidents, the ultimate goal is for the bullying behaviour to stop - the sooner intervention occurs, the better. This requires the vigilance of all.

If bullying behaviour is low level or happening for the first time, pupils are supported to understand the impact of what has occurred and to resolve things peacefully. All pupils involved in bullying behaviour should be helped to understand that it is unacceptable and that they must take responsibility for their actions, stop and make amends. This dialogue should include consideration of any additional support needs the pupil might have and whether sanctions are required or whether discussion and mediation with those involved is sufficient.

- 13.2 In the event of serious incidents responses and sanctions could include: Anything from being placed on hourly report to suspension or even expulsion, depending on the nature of the incident and the previous record of those involved. Other responses might include the making of particular reparations, Head Master's Detention, house gating or a combination of these. In the case of cyberbullying, any of the above might be deemed appropriate, as might a period of confiscation of a device or circumscribed use of the College network. In all serious bullying incidents, parents are involved / informed of concerns at the earliest opportunity and partnership

with parents is seen as crucial in making sure that pupils are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

- 13.3 In particular circumstances, if the law has been broken in a bullying incident, the College will refer the matter to the police. Where it is unclear whether the law has been broken, the College will seek the guidance of the W Sussex Safeguarding in Education advisor and consult the [NSPCC – When To Call The Police \(Guidance for Schools and Colleges\)](#) in order to inform a response.
- 13.4 A child protection referral will be made in respect of a bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.
- 13.5 School rule no. 8 states that ‘a pupil who in any way endangers the safety or well-being of others, through bullying or other means, is liable to expulsion’. The College’s view is that a pupil who persistently makes life miserable for others and has not managed to learn from and change previous behaviour should not expect to remain at the school.
- 13.6 This policy and strategy was developed using the guidance in [Preventing and Tackling Bullying \(July 2017 DfE\)](#); [Cyberbullying: Advice for headteachers and school staff \(2014, DfE\)](#); [Education for a connected world - Framework \(UKCCIS, 2020 Edition\)](#) and [Boarding Schools: National Minimum Standards \(DfE 2022\)](#); [Keeping Children Safe in Education \(DfE 2022\)](#); [Searching, Screening and Confiscation \(DfE 2022\)](#); [Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People \(UKCIS 2020\)](#)

14 RELATED POLICIES

14.1 This policy is linked to the following key internal policy documents:

- [Child Protection \(Safeguarding\) Policy](#)
- [Online Safety Policy](#)
- [Acceptable Use Policies](#)
- [School Rules](#)
- [Behaviour and Discipline Policy](#)
- [Child-on-Child Abuse Policy](#)

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