

# Fyling Hall School

## Anti-Bullying Policy



Bullying is an anti-social behaviour which affects everyone in the school community. As such, it is unacceptable and is therefore not tolerated. It limits everyone's opportunities to learn and thrive and we therefore aim, by means of this policy, to prevent bullying occurring at Fyling Hall School.

This policy has been prepared to meet the School's responsibilities under the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and the Statutory Framework for the Early Years Foundation Stage (DfE, March 2017), the Education and Skills Act 2008, the Data Protection Act 2018 and General Data Protection Regulation (GDPR) and the Equality Act 2010. It has regard to the following guidance and advice:

- Preventing and tackling bullying (DfE, July 2017);
- Bullying UK: Cyberbullying;
- Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- "Cyberbullying Guidance: Understand, Prevent and Respond" - Childnet International;
- Working together to safeguard children (DfE, July 2018);
- Keeping children safe in education (DfE, September 2021);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);
- Searching, screening and confiscation: advice for schools (DfE, January 2018);
- "Teaching Online Safety in School", DfE, June 2019;
- Sharing nudes and semi-nudes: advice for education settings working with children and young people", DfE, December 2020;

### **Aims and Objectives**

- to make it clearly understood that bullying will not be tolerated
- to prevent as far as possible bullying taking place by creating an environment of good behaviour and respect as exemplified by staff and senior pupils.
- to respond effectively to particular incidents
- through the curriculum, and associated activities e.g. assembly, form time, circle time, buddy system, to raise awareness about bullying behaviour, challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school
- to ensure that staff are fully aware of current bullying issues (eg e-safety, lesbian, gay, bisexual and trans-gender), through annual inset, and use of outside agencies / courses when applicable.

### **What Is Bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Put another way, bullying is the intentional hurting, harming or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual, verbal (including cyber-bullying via email, social media, gaming, and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve

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manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim.

Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

However, with the rise in cyber-bullying, there may now be instances when a single episode of 'abuse' may be considered bullying. For example, when an unkind statement is 'liked' by others, or simply the fact that once an unkind statement or abusive remark is on the internet it can have a life of its own.

### **Bullying can be:**

- **Physical:** hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
- **Verbal:** name-calling, taunting, teasing, insulting or demanding money
- **Exclusionary Behaviour:** intimidating, isolating or excluding a person from a group
- **General Unkindness:** spreading rumours or writing unkind notes, mobile phone texts or e-mails
- **Low level disruptive behaviour:** persistent "banter" and "horseplay" over a prolonged period of time
- **Cyberbullying:** bullying that takes place using technology (see cyberbullying below)
- **Harmful sexual behaviours:** includes sexual harassment and sexual violence

**(a) Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- (i)** Sexual jokes or taunting;
- (ii)** Physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
- (iii)** Online sexual harassment which may include: non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and/or sexual violence.

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**(b) Sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically Rape, Assault by Penetration and Sexual Assault.

### **Children can also be bullied because of the following:**

- sexist: related to a person's sex or gender reassignment
- racist, or regarding someone's religion, belief or culture
- related to a person's sexual orientation (homophobic bullying)
- related to pregnancy and maternity
- related to a person's home circumstances; or
- related to a person's disability, special educational needs, learning difficulty, health or appearance.

**Cyberbullying:** Cyberbullying is bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. See later in this policy for guidance for pupils about cyberbullying. The School's separate Policy for Pupils on the Safe and Acceptable Use of ICT sets out the School rules about the use of technology including mobile electronic devices.

**Peer on peer abuse:** The School takes peer on peer abuse, in any form, as a very serious matter. Cases of sexual harassment or violence, initiation rituals, or the taking of covert images inside or under clothing, will be taken very seriously and the school will respond in line with the guidance contained in Sexual Violence and Sexual Harassment Between Children in Schools (2018). Staff are trained to how to respond to a disclosure of peer on peer abuse; and decisions to report to police or refer to Children's Services will be in line with KCSIE 2020.

**Intention:** Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour.

**Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.

**Safeguarding:** Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation/hazing type violence and rituals, sexting or any form of sexual harassment or violence, including peer on peer abuse. Part Five of KCSIE Sept 2020 requires all schools to treat Child on Child Sexual Harassment or violence very seriously. Staff are required to follow the same process as for other

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safeguarding disclosures and to make the DSL aware. The School is also required to be guided by KCSIE in considering its response, which may include:

(i) internal management' (ii) seeking Early Help from external services; (iii) making a referral to the LADO; (iv) Reporting to the Police. In such cases the school has a duty to Risk Assess any situation involving allegations of peer on peer abuse, and to provide support for both the victim and the alleged accuser. The wishes of the victim are to be considered in the actions taken by the School. The school will also be mindful of the guidelines contained in the official guidelines in "Sexual Violence and Sexual Harassment between children in schools and colleges" (2018) and will seek support from the NYCC Safeguarding team. In the event of a prosecution, the school is mindful of the guidelines to await the outcome of any legal processes prior to a disciplinary process that may result in any permanent exclusion.

### **Signs and Symptoms**

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 poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Pupils must be encouraged to report bullying, either to a member of staff, to a school prefect, to the school nurse or to one of the support agencies / mentors promoted within the school. Pupils may wish to have their identity protected if they are reporting bullying to a member of staff – this request should be respected whenever possible.

All staff and pupils must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy. Pupils are actively encouraged to report it.

It is the School's stance that any form of bullying should never be assumed to be trivial (e.g. "banter") or just part of growing up (see the Safeguarding Policy). Staff and students are made aware of peer on peer abuse and that banter can be a form of this and is not tolerated.

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As indicated in the Safeguarding Policy, staff need to be aware that it may be difficult to identify abuse, including bullying, in children with special educational needs and disabilities, and SEND may be disproportionately impacted by bullying, without any outwardly visible signs. They should be sensitive to the behaviour of other students, that may indicate unreported abuse, and indicators in the behaviour, mood or injury of those with SEND.

### **Anti-Bullying Culture**

The School's response to bullying does not start at the point in which a pupil has been bullied. The whole school community, including pupils, teachers and other members of staff have a responsibility to report any incident of bullying if they witness it or know of its existence.

We take the following preventative measures in order to create an environment that prevents bullying from becoming a problem at the School in the first place:

#### **Pupils:**

- The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School;
- All new pupils [(including boarders and EYFS pupils)] are briefed on the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished and will be supported;
- We use appropriate assemblies to explain the School's policy on bullying. Our Learning for Life programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce messages about community involvement and taking care of each other. It focuses on the importance of equality and diversity and pupils are encouraged to avoid prejudicial and exclusionary language;
- Other lessons highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
- All of our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place;
- All boarders know how to report anxieties to the boarding staff or form tutor;
- The School buildings and all of our boarding houses display advice on where pupils can seek help, including details of confidential help lines and websites where they can connect with external specialists, such as the schools designated Independent Listener, ChildLine, Kidscape, Bullying UK, and the Samaritans;
- Prefect training for those holding positions of responsibility highlights the importance of offering support and assistance to younger and to vulnerable pupils;
- The School does not tolerate peer-group "initiation ceremonies" or hazing rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.

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### **Staff:**

- Upon induction, all new members of staff are given guidance on the School's anti-bullying policy and on how to react to, and record allegations of bullying at the School. The School will ensure that all School staff understand the principles of the School's policy, the School's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support;
- The School recognises that certain children may be more at risk of bullying than others, and may require additional support when dealing with an incident of bullying, for example children with SEND and LGBT pupils. The School will ensure that staff receive appropriate training to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils;
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are retained by the Pastoral Deputy Head in order that patterns of behaviour can be identified and monitored;
- We have a strong and experienced pastoral team of Tutors and boarding staff who support the Pastoral Deputy Head and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying;
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. INSET sessions are held to promote awareness and support staff.
- Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour at all times;
- We have a strong boarding team supporting the House Master/Mistress and the Matrons, who act in loco parentis. Staff are aware that boarding houses provide more opportunities for bullying, and are therefore always vigilant and alert to signs of issues with or between boarders. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. A member of the boarding house staff is always on duty to supervise the pupils;
- The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside School hours, on School visits and trips, or that otherwise occur outside of School. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the School's Behaviour & Discipline Policy and will be applied in a fair, consistent and reasonable manner, taking into account the needs of SEND and vulnerable pupils;
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's [Child Protection and Safeguarding Policy] and discuss their concerns with the School's Designated Safeguarding Lead (DSL) without delay.

### **Parents:**

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- This policy is readily available on the School's website/ in the Parent Handbook/ on request/ in hard copy for reading at the School office. Parents are made aware through the 'Parent Handbook' of the different ways the key policies can be accessed. This makes sure they are clear on the School's approach to bullying and what to do if their child experiences bullying;
- We encourage close contact between the Form Tutor House Master/ Mistress and parents/ guardians, and will always make contact if we are worried about a pupil's well-being;
- If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously; and
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

### Identifying Bullying

Bullying is often hidden. Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups face-to-face, indirectly or using a range of cyberbullying methods.

Bullying can happen anywhere and at any time.

The diagram below is a quick guide (summarising the procedures that follow) for staff to try to ascertain the nature and appropriate response to any issue that they have become aware of. This is only a guide and if unsure staff should read the procedures below in detail and/or consult with either the Deputy Head or Head to determine the appropriate level of response. It is important to remember that unacceptable behaviour could be deemed bullying and result in the same sanctions that are imposed for incidents of bullying. Differentiating between them does not impact or restrict the potential sanctions that may be implemented in line with the 'Behaviour & Discipline' policy. Any of the behaviour identified below is not acceptable and needs to be addressed appropriately.

**Rude behaviours** - accidentally saying or doing something hurtful (e.g. pushing in line, bragging about making a team, shouting out in class). These tend to be thoughtless or ill-mannered with no intention to hurt someone.

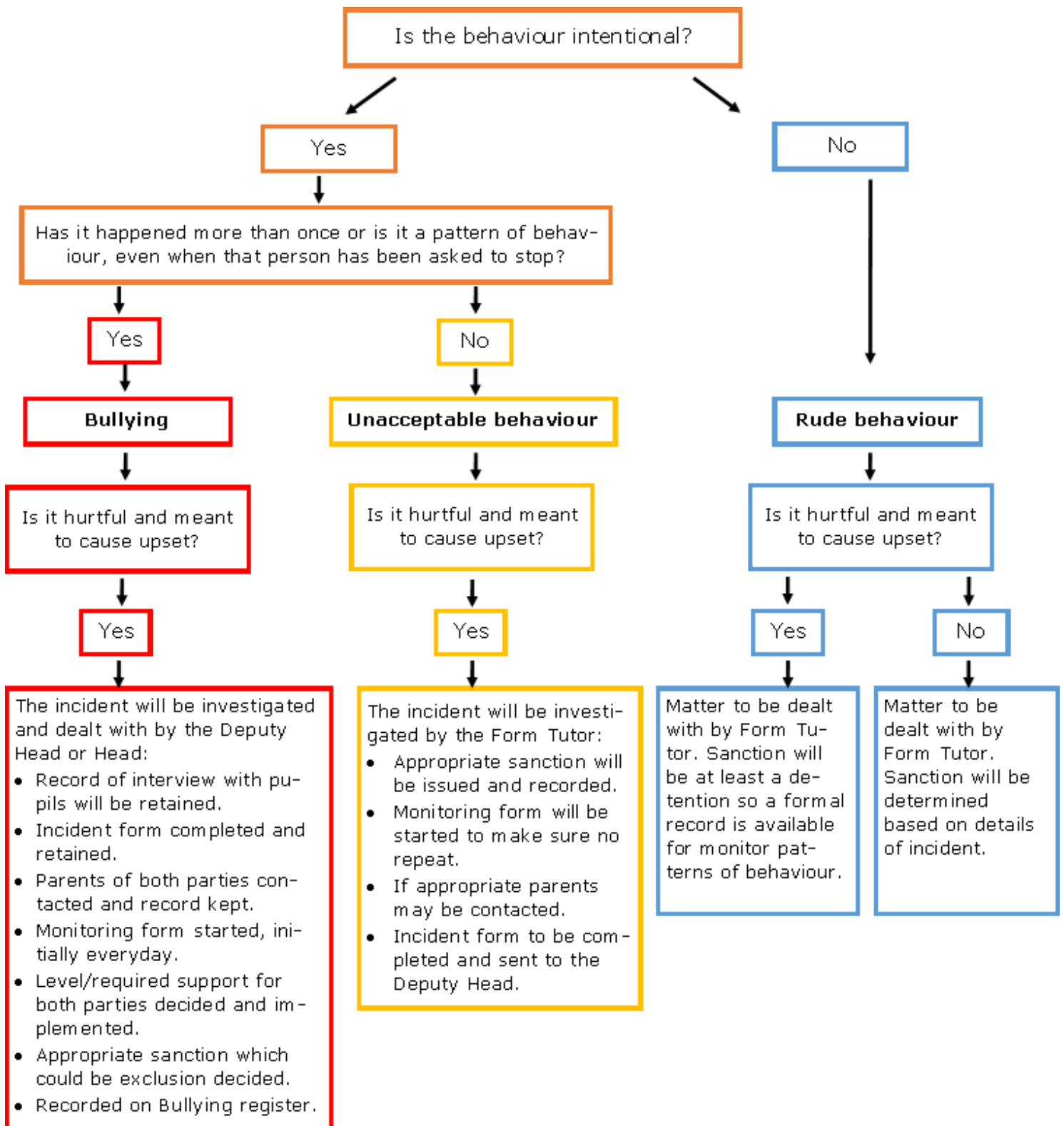
**Unacceptable behaviour** - saying or doing something to hurt a person on purpose, maybe just once. These may include negative comments on what someone is wearing/how they look, commenting negatively on their ability, saying something unkind to a friend/peer after an argument or taking something from someone.

**Bullying behaviours** - a negative behaviour that is done on purpose and repeated over time. It usually also involves an imbalance of power. Think of the 3 P's when considering if something is bullying: it is done on purpose, and is not accidental or unplanned; there

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is a pattern, as it happens more than once or twice; and it is about power, as the bully is looking to exert control and influence over the bullied and even the bystanders.





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### Procedures

#### Reporting bullying

**Pupils:** A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. He / she can:

- (a)** tell his / her parents, Housemaster / Housemistress, Form Tutor or any member of staff or volunteer at the School or responsible older pupil;
- (b)** contact the SENCO or the Independent Listener for advice;
- (c)** contact Childline (0800 1111) or the Children's Commissioner (0800 5280731).

**Parents:** Parents who are concerned that their child, or another child, is being bullied should inform their child's Form Tutor/Mentor or House Master/Mistress without delay.

**Staff:** This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the School's Employees Equal Opportunities and Harassment at Work Policy. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

#### The following steps should be taken when dealing with an incident:

- all suspected or reported incidents of bullying will be taken seriously and treated sensitively by the member of staff who has been approached.
- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- a clear account of the incident must be recorded and given to the Deputy Head Pastoral or Headmaster who will maintain a register of allegations of bullying. This will allow them to spot any patterns which might be developing.
- Support should be offered to the pupils involved to produce a written report.
- an appointed member of the SMT, usually the Deputy Head (Pastoral), will interview all concerned and will record the incident outlining the action to be taken.

**Assessment:** The member of staff who becomes aware of any concerns over bullying will normally see the victim and (unless the case is very serious when it should be referred immediately to the Pastoral Deputy Head or Headmaster) any witnesses without delay and form an initial view of the allegation. The following should be considered:

- the nature of the incident(s) - physical? verbal? sexual? exclusionary? etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed? Head? Parents? The School's Designated Safeguarding Lead? Children's Social Care or the police (only after consultation with the DSL or Headmaster)?
- can the alleged bully be questioned without disclosing the victim's identity?
- what is the likely outcome if the complaint proves to be correct?

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At this stage, the possible conclusions for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed.

### **Serious or repeat incidents:**

If the member of staff believes or through further investigation finds that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" they must refer the matter to the Deputy Head Pastoral or Headmaster. The Deputy Head will then:

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
- send a summary of the findings to the Head and other relevant staff (Form tutor, House staff etc..).

Together with the Head, the Deputy Head will decide on the action to be taken in accordance with the Range of Actions set out below. The Deputy Head will notify the parents of the victim and bully giving them details of the case and the action being taken. In serious cases, such action may include further investigation and action in accordance with the School's Behaviour and Discipline Policy.

### **Action taken and any outcomes:**

In some instances, a concern or incident may not meet the threshold of bullying. If it is uncertain the initial problem still needs to be resolved to prevent further upset to the parties involved. In these circumstances a plan to prevent a reoccurrence of the problem will be agreed between all parties and will be subject to regular monitoring by a designated member of staff.

When a complaint of bullying behaviour is upheld, the range of responses will include one or more of the following:

- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's Child Protection and Safeguarding Policy and Procedures will be followed under the guidance of the DSL
- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
- advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (**only with the victim's express agreement**)

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- a disciplinary sanction against the bully, in accordance with the School's Behaviour and Discipline Policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's Expulsion, Removal and Review Policy. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils
- action to break up a "power base"
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see the School's Policy on the Safe and Acceptable Use of ICT)
- involving Children's Social Care or the police
- notifying the parents of one or both pupils about the case and the action which has been taken, as appropriate
- such other action as may appear to the Head to be appropriate.

### **Action Plan & Monitoring:**

With incidents of bullying or where a concern has been raised either by a pupils or parent an action plan will be agreed with all parties. A pupil monitoring form will be started. This will include who raised the concern, why, support offered and the immediate action taken. The details of the agreed action plan and the frequency of monitoring with the affected pupil specified. A note from the monitoring meetings will be recorded so the situation can be regularly reviewed by Senior Staff.

### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Being advised to keep a record of the bullying as evidence and discuss how best to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

### **Pupils who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern/ impact and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service providers. Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), suspension or permanent exclusions.

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- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).
- Meeting with the victim to provide an opportunity for restorative conversations to gain an understanding of the impact of their behaviour and encourage reconciliation where appropriate.

Opportunities to listen to the voice of the child and to respond to their needs are maximized and pupils of all ages have a clear understanding that if they bring concerns or problems to the attention of staff, they will be investigated promptly and sensitively to ensure that outcomes are positive for all those concerned.

### **Cyberbullying**

Cyber-bullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyber-bullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyber-bullying may take place inside School, outside of School and at any time of the day and all will be treated the same.

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

The School acknowledges that cyber-bullying may take many different forms including: cyber-stalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, upskirting and sexting.

The School has an important role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. These are all issues covered within the L4L and ICT Curriculum and incorporated in to all subjects.

### **Prevention of cyber-bullying**

For the prevention of cyber-bullying, in addition to the measures described above, the School:

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- Expects all pupils to adhere to the conditions laid out in the Acceptable Use Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Acceptable Use and Discipline Policy;
- Issues all pupils with their own personal School email address & Teams account that must be used for school work and related communication.
- Offers guidance on the safe use of social networking sites and cyber-bullying in Learning for Life/IT lessons, which covers blocking, removing contacts from "friend" lists and sharing their personal data;
- Ensures its pupils are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
- Does not allow the use of mobile phones in classrooms (without prior consent from the teacher), public areas of the School, or where they may cause annoyance, humiliation or distress to others; and
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

### **Procedures for dealing with cyber-bullying**

The School will follow the procedures set out in this policy and the Safeguarding Policy where relevant for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the School, and the welfare of its pupils.

Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting and sexting. Where the School considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

### **Electronic devices**

In response to an allegation of cyberbullying, certain staff are permitted to conduct a search for electronic devices, such as a pupil's mobile phone, with the authority of the Head. Staff do not require the consent of the pupil, or their parents to undertake a search, provided they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, and provided they have the Head's prior consent to undertake a search.

The search will be conducted in accordance with the procedure set out in the Behaviour & Discipline Policy.

Where a search finds an electronic device that is prohibited by the School rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine any data or files on the device, where there is good reason to do so, for example, where there has been an allegation of

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cyberbullying. Parental consent to search through electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy and the School rules. The School may then take steps to punish the student in accordance with the Behaviour & Discipline Policy, where appropriate. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

### **Guidance for pupils on dealing with Cyberbullying**

Pupils should remember the following:

- Use the security settings when using technology;
- Regularly change your password and keep it private;
- 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;
- If you or someone you know are being cyberbullied, **TELL SOMEONE**. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, the School's independent listener or a helpline such as ChildLine on 0800 1111;
- Don't retaliate or reply online;
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter;
- Block the bully. Most social media websites and online or mobile services allow you to block someone who is behaving badly;
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

You may find the following websites helpful:

<http://www.childnet.com/young-people>

<https://www.thinkuknow.co.uk/>

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

<https://www.ceop.police.uk>

<https://www.saferinternet.org.uk/advice-centre/young-people>

# Fyling Hall School

## Anti-Bullying Policy



<https://www.disrespectnobody.co.uk/>  
<http://www.safetynetkids.org.uk/>.

There is a lot of resources and information available to pupils and can be easily accessed via the links on the school desktop named 'Documents for Pupils' & 'E-Safety'.

### **Complaints Procedure**

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly. Parents of boarders and of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled (the Complaints Procedure explains how to complain to Ofsted).

### **Monitoring and Review**

The School will record all incidents of reported bullying in accordance with this policy. The Head or a designated member of SMT will review all incidents of reported bullying to help identify patterns of behaviour, so that the School can take appropriate steps to address bullying behaviours within the School. Records of bullying incidents will also be used to evaluate the effectiveness of the School's anti-bullying procedures, and to highlight any necessary amendments.

Updated: October 2022 by S.Allen

To be Reviewed again October 2023