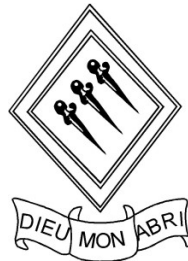


ST BERNARD'S HIGH SCHOOL

A Catholic Academy for Arts & Science



CYBERBULLYING POLICY

Drafted: March 2012

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September 2016
November 2020

Adopted by Committee: November 2020

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Chair of Governors

Next Review: November 2024

Mission Statement

St Bernard's is a school community that aims to live by Jesus' commandment, "Love one another as I have loved you."

We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy.

We work with parent/carers, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

Introduction

The school recognises that technology plays an important and positive role in students' lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Aims

The aims of this policy are to ensure that:

1. Students, staff and parents are educated to understand what cyberbullying is and what its consequences can be.
2. Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community.
3. We have effective measures to deal effectively with cases of cyberbullying.
4. We monitor the effectiveness of prevention measures.

What is cyberbullying?

- Cyberbullying is the use of ICT, commonly but not exclusively a mobile phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying.
- It can go further in that it can invade home/personal space and can involve a greater number of people.
- It can take place across age groups and school staff and other adults can be targeted.
- It can draw bystanders into being accessories.
- It includes: threats and intimidation; harassment or 'cyberstalking': vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping') and manipulation.

DEALING WITH CYBER-BULLYING

Understanding and discussion

- The Assistant Head Teacher (Pastoral) is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness.
- Staff receive training in identifying cyberbullying and understanding their responsibilities.
- All staff will be helped to keep up-to-date with the technologies that children are using.
- Students will be educated about cyberbullying through a variety of means: Assemblies, conferences, Anti-bullying Week, projects (Computing, PSHE, Drama, English), etc.
- Students sign a Code of Conduct for ICT.
- Parents are provided with information and advice on cyberbullying via VLE, printed literature, talks, etc.
- Parents are provided with information and advice on the legalities of contractual agreements with web companies and organisations.
- Parents will be asked to sign an Acceptable Use Policy before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children.
- Students, staff and parents will be involved in evaluating and improving policies and procedures.

Policies and Practices

- Ensure regular review and update of existing policies to include cyberbullying where appropriate.
- Provide opportunities for policies to be addressed and for students to be involved in the process of updating and improving them.
- Keep good records of all cyberbullying incidents.
- Keep policies under review as technologies develop.
- Publicise rules and sanctions effectively.

Promoting the positive use of Technology

- Make positive use of technology across the curriculum.
- Use CPD opportunities to help staff develop their practice creatively and support students in safe and responsible use.
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships.
- Ensure all staff and students understand the importance of password security and the need to log out of accounts.

Making reporting easier

- Ensure staff can recognise non-verbal and indications of cyberbullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgment.
- Publicise to all members of the school community the ways in which cyberbullying can be reported.
- Provide information for 'bystanders' including reassurances about protection from becoming victims themselves.

- Provide information on external report routes, e.g. mobile phone company, internet service provider, Childline.

RESPONDING TO CYBER-BULLYING

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- 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: The 24/7 and anywhere nature of cyberbullying.
- Anonymity: The person being bullied will not always know who is bullying them.
- Motivation: Some students may not be aware that what they are doing is bullying.
- Evidence: Unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.
- It is possible that a member of staff and other adults may be a victim and these responses apply to them too.

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling.
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff.
- Advise the person to consider what information they have in the public domain.
- Unless the victim sees it as a punishment, they may be advised to change, e.g. mobile phone number.
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- Confiscate mobile phone, ask student to delete the offending content and say who they have sent it on to.
- Contact the police in cases of actual / suspected illegal content.
- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 1 contains information on what service providers can do and how to contact them.

Investigation

- Staff and students should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages.
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.imf.org.uk), the local police or the London Safeguarding Children Board Officer.
- Identify the bully. See Appendix 2 for guidance.
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education.

Working with the bully and applying sanctions

The aim of the sanctions will be:

- To help the person harmed to feel safe again and be assured that the bullying will stop.
- To hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
- To demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.
- Sanctions for any breaches of policies or internet / mobile phone agreements will be applied.
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation.
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

Evaluating the effectiveness of prevention measures

- Use the School Council to hear the students' point of view.
- Identify areas for improvement and incorporate students' ideas.
- Conduct an annual evaluation including a review of recorded cyberbullying incidents, a survey of student and staff experiences and a parent satisfaction survey.
- Publicise evaluation findings; celebrate what works and what improvements are planned.

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment.
- Head Teachers have the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff (Education and Inspections Act 2006).
- School staff may request a student to reveal a message or other phone content and may confiscate a phone; they may not search the contents of the phone unless the school's discipline policy expressly states that right.
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.



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.

Social Networking Sites

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 to 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 cyberbullying 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 cyberbullying, 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 networking 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.

Email providers (e.g. Hotmail and Gmail)

It is possible to block particular senders and if the bullying persists an 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 go to the video you would like to report. At the bottom of the video will be ... More, click on this icon and choose Report.

Chat rooms. Individual website owners/forums. Message board hosts.

Most chatrooms 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 IM or school email account to send nasty messages.

In cases where you do not know the identity of the bully, some key questions to look at:

- 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 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 the 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 students. 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). A national agency called '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 cyberbullying, which forms the remit of CEOP

Information about cyberbullying and civil and criminal laws

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying 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 indeed – particularly for cyberbullying – threatening and menacing communications.



APPENDIX 3

Some Useful Agencies / Resources

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 Alliance

This site offers information and advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week. This site brings information, advice and resources together from more than 65 of its members, which include charities Childline, Kidscape, Mencap and the Association of Teachers & Lecturers (ATL). It has a site called Hometown for children and young people about dealing with all forms of bullying.

www.anti-bullyingalliance.org.uk

Anti-Bullying Network

An Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for students, 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

About Kids Health

A Canadian resource and website is being developed at The Hospital for Sick Children, one of the largest paediatric hospitals in the world. It has excellent resources on a number of topics related to children and young people's emotional health, wellbeing and safety, including behaviour, bullying and a good section on cyberbullying.

<http://www.aboutkidshealth.ca/En/HealthAZ/FamilyandPeerRelations/internet-social-media/Pages/default.aspx>

British Youth Council

The BYC brings young people together to agree on issues of common and encourage them to bring about change through taking collective action.

www.byc.org.uk

BBC Bullying

This provides links and resources explaining about understanding cyber-bullying. It is no longer being updated but the information is still valid.

http://www.bbc.co.uk/schools/parents/cyber_bullying/

CEOP (Child Exploitation and 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 students called 'thinkuknow'.

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

<https://www.thinkuknow.co.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 students and schools and has a range of publications and downloadable resources for children, parents and teachers.

<https://www.childline.org.uk/Pages/Home.aspx>

Childnet International

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at Key Stage 3 on internet safety. It is located in South London (Brockley).

<http://www.childnet.com>

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

This link has very useful definitions and training suggestions for a whole school approach to prevent bullying.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Enable

Bullying is the main reason that children with disabilities move from inclusive to special schools according to research done in Scotland. This website gives schools guidance and advice on how to include children with disabilities and prevent bullying.

<http://www.enable.org.uk/>

Equality and Human Rights Commission

This has examples of anti-harassment policies and links for educational establishments to websites that provide relevant information on different aspects of bullying.

<http://www.equalityhumanrights.com/>

Family and Friends of Lesbian and Gays (FFLAG)

FFLAG helps parents and families understand, accept and support their lesbian, gay and bisexual sons / daughters / relatives. FFLAG offers support to local parents' groups and contacts, in their efforts to help parents understand, accept and support their lesbian, gay and bisexual members with love and pride.

www.fflag.org.uk

Family Lives

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

<http://www.familylives.org.uk/>

Headliners

Headliners is a UK-wide news agency producing news, features and comments 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.

<http://www.headliners.org/>

Insted

This provides consultancies for schools, local authorities and government departments, and for community and voluntary sector on cultural diversity and race equality. It features stories and storytelling, multi-faith education, Islamophobia, Jewish education and Israel studies. There is a useful section to download for staff training on bullying related to race, religion and culture.

www.insted.co.uk/insted.html

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

School's Out

Information and resources, advice and training to tackle homophobia in schools.

www.schools-out.org.uk

Stonewall

This is an organisation campaigning for gay and lesbian people's rights in the UK. You can find out more about Stonewall on their website.

www.stonewall.org.uk

Throwing Stones

This is a video and resource pack, using drama, made by Leicestershire Police and Local Authority on racist bullying aimed at 9-13 year olds. More information can be found on the local authority website which has a number of really useful information sheets for students and ideas for teachers and parents on what bullying is and how to stop it.

www.beyondbullying.com

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.

Primary

"A Volcano in my Tummy" written by Eliane Whitehouse and Warwick Pudney. The book begins with a little insight into anger itself as well as the "rules" of anger. Anger is okay. It's okay to feel anger, to talk about anger, to express anger in an appropriate way. It's not okay to hurt yourself and other people, animals or things when you are angry. This is an excellent practical resource with imaginative ideas for lessons to help children to manage and deal with the emotion of anger.

Secondary

"Adolescent Volcanoes" written by Warwick Pudney. This is another marvellous book that has a section for adolescents and one for adults giving useful activities and exercises that can be adapted to help young people to deal with anger, set boundaries and communicate appropriately.



APPENDIX 4

Reports, Training Materials and Strategies to reduce bullying

Reports by OfSTED and HMI that summarise practice and indicate ways forward

1. No place for bullying (2012). A survey to evaluate the effectiveness of the actions that schools take to create a positive school culture and to prevent and tackle bullying. – <https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>
2. 'Tackling Bullying in schools'. A survey of effective practice (2006). This is a lively and very useful report on strategies schools use to prevent bullying, highlighting good practice case examples from Her Majesty's Inspectors in Education and Training in Wales. It can be downloaded from: <http://learning.gov.wales/docs/learningwales/publications/121129tacklingbullyinginschoolsen.pdf>

DCSF Suite of Guidance Safe to Learn

- Bullying Around Race Religion and Culture
- Cyberbullying
- Homophobic Bullying
- Bullying of Children with Special Needs and Disabilities

Primary and Secondary National Strategies

Social and Emotional Aspects of Learning (SEAL)

Primary Materials 'Say No To Bullying'

An archive of PDFs providing guidance on the theme 'Say no to bullying', forming part of SEAL Excellence and Enjoyment. Includes guidance on staffroom and family activities, the Foundation Stage and Years 1 to 6.

http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66369?uc=force_uj

Secondary National Strategy SEAL: Anti Bullying Resource for Secondary Schools

It includes a theme overview

- A set of structured staff development opportunities.
- Ten example learning opportunities for use with students in Years 7, 8 and 9 that can be delivered flexibly to promote progression or to develop specific skills according to needs. These flow from a series of stimulus materials. They are divided into three themes: individuals, resilience and bullying; group bullying; prejudice-driven bullying: <http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/search/secondary/results/nav:45782>

Healthy Schools

The accreditation guidance for Healthy schools especially in relation to emotional health and well-being (EHWB) and how this impacts on bullying. Anti-Bullying Guidance was published from Healthy Schools in 2008.