



ANTI CYBER-BULLYING POLICY

POLICY STATEMENT

This policy is to be used in conjunction with the School's Anti-bullying policy, Behaviour Policy, ICT Policy, Staff Code of Conduct and the Safeguarding policy.

Langley School embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur. It is the policy of the School that without exception, behaviour by a student which causes distress to another person, whether intentional or thoughtless, is regarded as bullying and is unacceptable. Such behaviour can include actions performed on-line, by mobile phone or by other forms of ICT. At its most serious it is recognised that bullying can cause psychological damage and can even lead to suicide.

It should also be recognised that although bullying is not a specific criminal offence cyber-bullying is generally criminal in character. For example, it is unlawful to disseminate defamatory information in any media including internet sites. Under the Malicious Communications Act 1988 it is an offence for a person to send: an electronic communication to another person with the intent to cause distress or anxiety, a threat, or information which is false and known or believed to be false by the sender. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character and the Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

The School recognises that it must take note of bullying perpetrated outside School which spills over into the School and where bullying outside school is reported to school staff, it will be investigated and acted on; if we feel that an offence may have been committed we may seek assistance from the police.

SAFEGUARDING AND ICT

Protecting students in the online world means thinking beyond the school environment. As well as the computer to access the Internet, many mobile phones and games' consoles offer internet connections. Students may be on-line at School at home, in an Internet café or anywhere from where wireless connections are available. Increasingly students have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Safeguarding students in both the real and virtual world is everyone's responsibility and all staff and students should be aware of this policy and how to respond to e-safety incidents.

Langley School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and all students should be made aware of the School's IT policy and what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, or breaching their right to privacy poses a serious threat to physical; and emotional safety, and may have legal consequences.



From the School rules within the School's Behaviour Policy:

'Mobile Phones

- a) If brought into School, mobile phones must be kept locked in lockers during the School Day, unless in use during breaks (apart from Years 10 -13.)
- b) The camera function is not to be used unless under supervision of a member of staff.'

From The Safeguarding Policy:

'All School staff must ensure that their behaviour and actions do not place pupils and themselves at risk of allegations of harm to a pupil (eg conveying a pupil by car alone, or engaging in inappropriate electronic communication with a pupil). Staff can do this by always acting in a professional manner and ensuring that their actions and vigilance also promote children's safety and well-being, including but not limited to:

- Images of pupils must only be taken using School cameras. All images should be downloaded into the shared area and memory cards erased each week.
- Personal digital devices, e.g. mobile phones, cameras and iPads, must not be used by children or staff to take images of children within the EYFS setting.'

PROCEDURES for dealing with inappropriate/illegal internet access or material

If staff or students discover unsuitable websites, this should be immediately reported to the Designated Safeguarding Lead (DSL), who in liaison with the Network Manager, will consider a referral to the Internet Watch Foundation (IWF) and the Police. Illegal material within the School's network is a very serious situation and must always be reported to the Police. Langley School ensures processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Any incident that involves inappropriate adult access to legal material on the School premises will be dealt with by the School's disciplinary policy.

What to do in the event of discovery of illegal material.

- Seek immediate and specific advice from the Designated Safeguarding Lead (DSL) who will consult with the Network Manager, the Deputy Head, Headmaster and the Police.
- Prevent any further physical access to the device until the correct advice is gained.
- Unless absolutely necessary, DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.
- Consider if it is necessary to prevent remote access to the device.
- If you believe that a member of staff or student who has left the site could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off and it is no longer realistically possible to prevent further physical access to the device (i.e. lack of supervision, high levels of access or an unoccupied location) disconnect the power at the base unit (not the wall socket) and remove the battery from a laptop. Store this device securely in a



location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the Network Manager, Deputy Head or Headmaster attempt to conduct an investigation of their own, or bring in an outside expert to do so, as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself.

COMBATTING CYBER-BULLYING

Cyber-bullying can be defined as “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms including: threats and intimidation; harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages); vilification or defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; spreading rumours or “gossip”; manipulation; posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites or social networking sites; the use of mobile phone cameras to cause distress, fear or humiliation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of perceived cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that students are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact – the scale and scope of cyber-bullying 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 any time and any place nature of cyber-bullying.
- Anonymity – the person being bullied will not always know who is attacking 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.

Prevention

We seek to instil values in all members of the School, which should, ideally, preclude all bullying. These are reinforced by a PSHE programme which includes teachers spending time talking to their groups about cyber-bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully. The School will monitor websites such as "Little Gossip" and will act to have any material removed when possible, where it contravenes this policy.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Fighting back may make things worse. If you want to fight back, talk to a teacher or parent/guardian instead.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- It is right to raise your concerns.

Teachers will take you seriously and will do everything in their power to end the bullying.

IF YOU KNOW SOMEONE IS BEING BULLIED:

- TAKE ACTION!** Waiting and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.
- Helplines: "Don't worry – talk to someone" posters are there for you if you feel that you do not want to speak to someone at the school.

What will happen to those who bully?

DISCIPLINARY STEPS

- They will be warned officially to stop offending.
- Their parents will be informed.
- They may be given an appropriate sanction.
- For serious incidents and repeated offences, they may be suspended for a fixed period or expelled from School.



GUIDANCE FOR PUPILS

If you believe you or someone else are the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your tutor, a teacher or any adult.

Do not answer abusive messages but log and report them

Do not delete anything until it has been shown to an adult (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)

Do not give out personal IT details

Never reply to abusive e-mails

Never reply to someone you do not know

GUIDANCE FOR PARENTS

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Langley informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying.

Parents can help by making sure their child understands the school's policy and, above all, how seriously Langley takes incidents of cyber-bullying.

Parents should also explain to their sons or daughters legal issues relating to cyber-bullying.

To help parents the School circulates E-Safety advice on an annual basis, which is from CEOP's Thinkuknow website – www.thinkuknow.co.uk The School also produces updates and news on safeguarding issues at least once a year.

If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything. Parents should then contact the school as soon as possible.

If the incident falls in the holidays Langley reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

GUIDANCE FOR STAFF

As well as guidance included in the School's Staff Code of Conduct, Safeguarding Policy and ICT Policy, staff receive training about online safety for themselves and pupils as part of their annual Safeguarding update training.



E-Safety advice from CEOP (Child Exploitation and Online Protection centre) at:

www.thinkuknow.co.uk

- Be involved in your child's online life. For many of today's young people there is no line between the online and offline worlds. Young people use the internet to socialise and grow and, just as you guide and support them offline, you should be there for them online too. Talk to them about what they're doing, if they know you understand they are more likely to approach you if they need support.
- Watch Thinkuknow films to learn more at www.thinkuknow.co.uk. The Thinkuknow programme has films and advice for children from five all the way to 16. Your child may have seen these at school, but they can also be a good tool for you to find out more about what young people do online and some of the potential risks.
- Keep up-to-date with your child's development online. Be inquisitive and interested in the new gadgets and sites that your child is using. It's important that as your child learns more, so do you.
- Set boundaries in the online world just as you would in the real world. Think about what they might see, what they share, who they talk to and how long they spend online. It is important to continue to discuss boundaries so that they evolve as your child's use of technology does.
- Know what connects to the internet and how. Nowadays even the TV connects to the internet. Your child will use all sorts of devices and gadgets; make sure you're aware of which ones can connect to the internet, such as their phone or games console. Also, find out how they are accessing the internet – is it your connection or a neighbour's Wifi? This will affect whether your safety settings are being applied.
- Consider the use of parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones. Parental controls are not just about locking and blocking, they are a tool to help you set appropriate boundaries as your child grows and develops. They are not the answer to your child's online safety, but they are a good start and are not as difficult to install as you might think. Service providers are working hard to make them simple, effective and user friendly. Find your service provider and learn how to set your controls.
- Emphasise that not everyone is who they say they are. Make sure your child knows never to meet up with someone they only know online. People might not always be who they say they are. Make sure your child understands that they should never meet up with anyone they only know online without taking a trusted adult with them.
- Know what to do if something goes wrong. Just as in the offline world, you want to help your child when they need it. Therefore, it is important to know when and how to report any problem. What tools are there to help me keep my child safe?

Recommended advice for parents, Langley School, September 2016

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Approved by Governors: