Bishop Challoner School

Cyberbullying Policy

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Background

The Education and Inspections Act 2006 (EIA 2006) enables the Headteacher to have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also extends to teachers who are permitted to confiscate items such as mobile phones from pupils in cases of reported cyber-bullying.

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via mobile phones, message each other through IMs (instant messages), chat in chat rooms, post to discussion boards, and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Legislation

Some of the current legislation that covers areas closely associated with eCRIME and Cyberbullying includes:
The Protection from Harassment Act
The Malicious Communications Act 1988
The Communications Act 2003
Obscene Publications Act 1959
Computer Misuse Act 1990
Cyberbullying in the Workplace.
Health and Safety and Duty of Care laws

Definition

"Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online. It is an attack or abuse, using technology, which is intended to cause another person harm, distress or personal loss. (nationalbullyinghelpline)
Bullying does not have to take place face-to-face for it to be frightening or harmful. With the introduction and adaptation of new technologies and gadgets, bullies intimidating their victims constantly. They are managing to do this through the new means of 'Cyber Bullying'.

Cyber-bullying, happens when the Internet, mobile phones, or other devices are used to send or post text or images intended to hurt or embarrass another person. Cyber-bullying is a problem that affects almost half of all teens. With more of us having access to and using email on a regular basis as well as the fascination with mobile phones, bullying does not have to take place in person. It can simply happen by silent phone calls or through abusive text messages or emails. This can be just as distressing or agonising for the victim as being bullied face-to-face.

At Bishop Challoner School bullying of any kind is unacceptable and will not be tolerated. Perpetrators will be dealt with severely. The aim of our school is to offer a caring and supportive learning environment and with this policy we will endeavour to ensure this will happen.
The following reflect the most common forms of cyberbullying, though this list is not exhaustive.

Common types of Cyberbullying are:

1. Harassment
It involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. *Cyberstalking* is one form of harassment that involves continual threatening and rude messages, and can lead to physical harassment in the real, offline world.

2. Flaming
Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person.

3. Exclusion
Exclusion is the act of intentionally singling out and leaving a person out from an online group such as chats and sites. The group then subsequently leave malicious comments and harass the one they singled out.

4. Outing
Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is "outed" when his information has been disseminated throughout the internet. Outing includes practices such as "Upskirting"(taking photos under a person's clothing without their knowledge), "Sexting"(sending nude or degrading photos), "Slut-shaming" (posting photos to shame a person)

5. Masquerading
Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

6. Engaging in Subtweeting, Indirects or Vaguebooking
Posting messages, tweets or Facebook posts that never mention the victim's name. Yet the victim, the bully and often a larger audience know who the posts are referencing. Using subtle posts and tweets to fuel the rumour mill while avoiding detection by teachers, administrators, and parents.

7. Cyberstalking
Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety

8. Denigration
"Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.

9. Trolling
Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.

10. Impersonation

Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.

11. **Trickery**

Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.

Staff at Bishop Challoner School have the responsibility to ensure that:
· No forms of bullying, including cyber bullying are tolerated;
· Staff are aware of cyber bullying;
· Pupils are aware of the consequences of cyber bullying;
· A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises;
· Use of computers and other devices in school is monitored and includes filtering and monitoring internet usage;
· Guidance is issued to all staff about the taking and storing of photographs in school and is published in our "camera and recording devices" and "safeguarding" policies.
· All cases of cyber bullying are reported to the HOS and Deputy Head and responded to promptly;
· Parents are kept informed and information is shared at e-safety evenings to which all parents are invited.
· Pupils are made aware of age appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs in PSHE and ICT lessons.

Advice for pupils

Being a victim of cyber-bullying can be a common and painful experience. Some young people who cyber-bully:
· Pretend they are other people online to trick others;
· Spread lies and rumours about victims;
· Trick people into revealing personal information;
· Send or forward mean text messages;
· Post pictures of victims without their consent.

When teens were asked why they think others cyberbully, 81% said that cyberbullies think it is funny. Other teens believe that young people who cyberbully:
• Don't think it is a big deal
• Don't think about the consequences
• Are encouraged by friends
• Think everybody cyberbullies
• Think they won't get caught

How to stop cyber-bullying and stay safe

Contrary to what cyber-bullies may believe, cyber-bullying is a big deal, and can cause a variety of reactions in teens. Some teens have reacted in positive ways to try to prevent cyber-bullying by:
· Blocking communication with the cyber-bully;
· Deleting messages without reading them;
· Talking to a friend about the bullying;
· Reporting the problem to an Internet service provider or website moderator.

Many young people experience a variety of emotions when they are cyber-bullied. Young people who are cyber-bullied report feeling angry, hurt, embarrassed, or scared. These emotions can cause victims

to react in ways such as seeking revenge on the bully, avoiding friends and activities or cyber-bullying back. Such negative reactions should be avoided.

Some teens feel threatened because they may not know who is cyber-bullying them. However, although cyber-bullies may think they are anonymous, they can be found. **If you are cyber-bullied or harassed and need help, save all communication with the cyber-bully and talk to a parent, teacher, police, or other adult you trust.**

Whether you've been a victim of cyber-bullying, know someone who has been cyberbullied, or have even cyber-bullied yourself, there are steps you and your friends can take to stop cyber-bullying and stay safe:

· Never give out your real name
· Never tell anyone where you go to school
· Only meet someone from a chatroom in a public place with one of your parents or another adult. If they are genuinely who they say they are they will be happy to do this
· Never give out your address or telephone number
· Never agree to meet anyone from a chatroom on your own
· Tell an adult if someone makes inappropriate suggestions to you or makes you feel uncomfortable online:
· If the person tries to insist on having your address or phone number
· If the person emails you pictures which make you feel uncomfortable and which you would not want to show to anyone else
· If the person wants to keep their chats with you secret
· If the person tells you that you will get into trouble if you tell an adult what has been going on
· If the person wants you to email them pictures of yourself or use a webcam in a way which makes you feel uncomfortable
· If the person shares information with you and tells you not to tell anyone else about it
· If the person wants to meet you and tells you not to let anyone know
· Respect other people – online and off-line. Do not spread rumours about other people or share their private details, including phone numbers, email addresses or passwords;
· 'Do as you would be done by'! Think how you would like to be treated, or how you would feel if you were being bullied. You are responsible for your own behaviour - make sure you don't annoy or insult other people or cause them to be bullied by someone else.

Don't forget that even though you can't see a cyber-bully or the bully's victim, cyberbullying causes real problems. If you wouldn't say it in person, don't say it online. Don't write it. Don't forward it.

If you are being bullied, remember bullying is never your fault, no matter what the bully may tell you. It can be stopped and it usually can be traced.

Don't ignore the bully. Tell someone you trust, such as a teacher or parent, or call an advice line.
Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue. There is plenty of online advice on how to react to cyber-bullying. For example:
www.kidsscape.org   www.bullying.co.uk

Text/Video Messaging:
· You can turn off incoming messages for a couple of days;
· If bullying persists you can change your phone number (ask your mobile phone service provider);

- Do not reply to abusive or worrying text or video messages – your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email:
- Never reply to unpleasant or unwanted emails;
- Don't accept emails or open files from people you do not know;
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, e.g. abuse@hotmail.com

Web:
If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging:
- Never give out you name, address, phone number, school name or password online;
- It's a good idea to use a nickname;
- Do not give out photographs of yourself;
- Do not accept emails or open files from people you do not know;
- Remember it might not just be people your own age in a chat room;
- Stick to public areas in chat rooms and get out if you feel uncomfortable;
- Tell your parents if you feel uncomfortable or worried about anything that happens in a chat room;
- Think carefully about what you write – don't leave yourself open to bullying;
- Do not participate in cyber bullying;
- Do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum programme;
- Do not breach the privacy of pupils, staff and members of the school community through any unauthorised recording or filming;
- Do not disseminate inappropriate information through digital media or other means;
- Report incidents of cyber bullying to a member of staff;
- Advise pupils being victimised by cyber bullying to talk to an adult;
- Offer to speak to an adult on behalf of the pupil who is being victimised by cyber bullying.

Why should we report bullying incidents?
Many pupils do not want to report incidents of bullying as they fear it may make the situation worse. Surveys have shown that reporting bullying behaviour of any kind can significantly help the situation. It will help both the victim and the bully.
Not reporting bullying can just prolong your fear and anxiety. The bully also needs help in order to change her antisocial behaviour.

Pupils can report incidents in school by talking to their Tutor, Head of Section or Deputy Head. They can also talk to any adult in the school that they trust.
- **A member of staff will talk to you** the same day and will take a statement;
- **The incident will be logged** and your Head of Section, if they are not already dealing with the incident, they will then be informed;
- **An investigation will take place.** This will usually mean that your Head of Section will talk separately to the bully or bullies and to any witnesses;
- **Action will be taken.** It is likely that school staff and others will use a 'no blame approach'. This approach is used as this has proved to be the most successful way of dealing with bullying incidents.

If you are being subjected to a sustained level of unpleasantness, which includes any of the behaviours or categories listed within this policy, then this should be treated as bullying and should be reported to your Parents, Tutor or Head of Section.

While there is no single solution to cyber-bullying, Bishop Challoner has a five-point plan which aims to provide an effective prevention plan:

1. Understanding and talking about cyber-bullying
The whole school community has a shared and agreed definition of cyber-bullying. Everyone will be made aware of the impact of cyber-bullying and the ways in which it differs from other forms of bullying. Pupils and their parents will be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Pupils and parents will know that the School can provide them with support if cyber-bullying takes place out of school.

2. Updating existing policies and practices
This policy plus other relevant policies will be reviewed and updated regularly. The Acceptable Use Policies (AUPs), which detail the rules that pupils have to agree to follow in order to use ICT in school, should be signed every academic year by pupils and parents. Accurate records will be kept of any incidents of cyber-bullying.

3. Making reporting cyber-bullying easier
No one should feel that they have to deal with cyber-bullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Bishop Challoner will ensure that pupils know the ways in which they can report instances of cyber-bullying.

4. Promoting the positive use of technology
Bishop Challoner will explore safe ways of using technology with pupils to support self-esteem, assertiveness, participation and to develop friendships. 'Netiquette', e-safety and digital literacy will be promoted and discussed. Pupils will be aware that the adults in the School understand the technologies they use – or get the pupils to teach them.

5. Evaluating the impact of prevention activities
Regular reviews will be carried out to ensure that anti-bullying policies are working and are up-to-date.

Working with the bully and sanctions:
Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:
- The impact on the victim. Was the bully acting anonymously? Was the material widely circulated and humiliating? How difficult was controlling the spread of the material?
- The motivation of the bully. Was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile into school.

Appendix 1 Cyber-bullying Guidance for Teachers.

Useful Websites:
www.kidsscape.org.uk (Telephone: 0207 730 3300 Fax: 0207 730 7081 Helpline: 08451 205 204)
Bullying UK - www.bullying.co.uk
http://www.childline.org.uk/Explore/Bullying/Pages/CyberBullying.aspx
(Calls are free and confidential: 0800 1111)
http://www.antibullying.net/
www.stopcyberbullying.org

Advice for parents
- Don't wait for something to happen before you act. Make sure your son or daughter understands how to use these technologies safely and knows about the risks and consequences of misusing them;
- Make sure your child knows what to do if he/she or someone he/she knows is being cyber-bullied;
- Encourage your son or daughter to talk to you if he/she has problems with cyber-bullying. If he/she does have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it;
- Parental control software can limit who your son or daughter sends emails to and who she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services;
Make it your business to know what your son or daughter is doing online and who your son or daughters' online friends are. It is important that parents ensure their children are engaged in safe and responsible online behaviour.

Some suggestions for parents to stay involved:
- Keep the computer in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of internet activities your child enjoys;
- Be upfront with your son or daughter; tell him/her that you will, at various times check the files on the computer, the browser history files, and your child's emails and public online activities;
- Search your son or daughter's name online, look at her profiles and posting on teen community sites,
- review web pages or blogs;
- Tell your child that you may review her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as empty file history.

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