



## Peer-on-Peer Abuse and Anti-Bullying Policy

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This policy seeks to:

- prevent bullying at Giggleswick School.
- ensure all pupils, staff and parents understand what bullying is.
- deal with bullying occurrences, if they occur, swiftly and effectively.
- support the victims of bullying and their families.
- raise awareness of bullying amongst staff through training.
- comply with the school's duties under the Equality Act 2010.
- comply with the KCSIE 2021 recommendations on Peer-on-Peer abuse.
- meet the requirements under Standard 12 of the Boarding Schools National Minimum Standards.

This policy should be read in conjunction with the school's Safeguarding Policy and Procedures, Behaviour Policies and School Rules, Online Safety Policy, PSHE/CfL Policy, and RSE Policies.

The school recognises that children are capable of abusing their peers and the different gender issues that can be prevalent in peer-on-peer abuse, for example, consensual and non-consensual sharing of nudes and semi-nude images and or videos, being sexually touched or being subjected to initiation or hazing type violence. The school does not consider abuse should ever be tolerated or passed off as 'banter' or 'part of growing up' as this can lead to a culture of unacceptable behaviours, and unsafe environment for children, and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.



## 1 PEER-ON-PEER ABUSE

### Definition

KCSIE 2021 states that all staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery).
- 'Upskirting', which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff have an important role to play in preventing it and responding where they believe a child may be at risk from it. Staff should maintain an attitude of **'it could happen here'**, and if they are concerned about the welfare of a child, they should always act in the best interests of the child. Concerns should be acted upon immediately, and following the school's Safeguarding Policy, they should speak to the school's Designated Safeguarding Leads (Christian San Jose – Senior School, James Mundell – Junior School, Carl Shuttleworth - EYFS), or in their absence, the Deputy Designated Safeguarding Leads.

### How a child who is being abused by their peers might be identified

All staff should be alert to the wellbeing of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse please see the school's Safeguarding Policy and Procedures.

Signs can include:



- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected.
- Physical injuries.
- Experiencing difficulties with mental health and/or emotional wellbeing.
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much; frequent visits to medical centre/school nurse.
- Broader changes in behaviour including alcohol or substance misuse.
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age.
- Abusive behaviour towards others.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Staff must be aware that children may not tell them about their abuse, but staff may overhear a conversation or notice changes in a child's behaviour that may be indicators of abuse.

All allegations of peer-on-peer abuse will be treated as a safeguarding concern. Concerns will be investigated and managed in accordance with the school's safeguarding procedures. The school has specific procedures in response to reports of sexual violence and sexual harassment, as detailed in the school's Safeguarding policy.

## **How the school will raise awareness of and prevent peer-on-peer abuse**

The school actively seeks to develop awareness of and prevent all forms of peer-on-peer abuse by:

- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment.
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships.
- Encouraging a culture of tolerance and respect, which is faithful to the core values of the school.
- Educating children about the nature and prevalence of peer-on-peer abuse, sexual violence, sexual harassment and consent via the Curriculum for Life and PSHE programmes, and the wider curriculum.
- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils, and parents about this issue.
- Training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.
- Taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as 'banter'
- Responding to cases of peer-on-peer abuse promptly and appropriately.
- Ensuring that all peer-on-peer abuse issues are fed back to the School's DSL and logged so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.



## 2 BULLYING

Giggleswick is committed to eradicating bullying by acting firmly whenever evidence of bullying is found. This policy takes account of current legislations and guidance including:

- Children Act 1989
- Equality Act 2010
- Education and Inspections Act 2006
- *Preventing and Tackling Bullying* (July 2017)
- *Keeping Children Safe in Education* (2021)
- *Working Together to Safeguard Children* (July 2108)

There is no legal definition of bullying. However, all members of the School community understand bullying to be:

*behaviour by an individual or group, repeated over time, that intentionally hurts, threatens or frightens another individual or group either physically or emotionally. It is unkind, deliberate, targeted and persistent.*

Bullying is often motivated by prejudice against particular groups, for example, on the grounds of race, religion, culture, sexual orientation, gender, homophobia, physical appearance, special educational needs and disability or because a child is adopted or is a carer. It may occur through cyber-technology (social websites, mobile phones, text messages, photographs and email). Bullying is often hidden. It happen anywhere and at any time.

A 'child-friendly' definition of bullying is shared with pupils in the Junior School.

### **The VIP classification is useful for identifying bullying behaviours:**

- **Verbal:** Name-calling, sarcasm, racist, sexist / homophobic remarks, spreading rumours, taunts, written notes, circulating unflattering drawings or photographic images of someone.
- **Indirect (includes manipulation and emotional forms):** Getting someone else to tease or hit someone, ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall, etc. (or by moving away when he/she comes and sits down); the manipulation of social networks to ostracise, marginalize or intimidate individuals; publishing photographs or images of someone that are intended to occasion mockery or gossip. Being unkind, excluding, coercion, complicity in someone else's actions (e.g. as a bystander who looks the other way) tormenting (e.g. hiding books or personal possessions)
- **Physical:** Offensive or threatening gestures, spitting, graffiti, pushing, kicking, hitting, punching or any use of violence, physically humiliating someone (e.g. by "de-bagging" them); taking, damaging or hiding someone's property; invading someone's living space or intruding on their bed-space.

### **Bullying characterised by racism, sexism, homophobia and the exploitation of disability may involve:**

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils.
- Written notes about someone (their friends or a member of their family), or about some group of pupils.



- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils.
- Phone calls about someone (their friends or a member of their family), or about some group of pupils.
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

**Sexual Bullying may involve:**

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absence of intimate relationships in an individual's life).
- Physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching).
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative).
- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils.
- 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**Bullying focused on religion, culture or family background may involve:**

- Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference.
- Comments, web postings etc. that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group within the school.
- Pejorative religious or cultural descriptors.
- Gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

**Electronic or Cyber-bullying relates to:**

Malicious, upsetting, repeated emails, photographs, texts and/or other messages or postings sent direct to, or about, an individual. Cyber bullying may involve the use of mobile telephones, email, internet messaging services (such as WhatsApp), social media platforms (such as Facebook, Instagram, Snapchat, Twitter and others), and other technologies and applications which may be developed and become available in the future.

Specific examples include:

- Sending abusive, insulting or malicious text messages.
- Sending abusive, insulting or malicious e-mails.
- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others.
- Indulging in malicious or spiteful conversations in chat-rooms.
- Spreading abuse, malice or scurrilous gossip by other electronic means.



- Hacking into social networking sites and removing personal material.
- Filming fights or assaults (e.g. "happy slapping" clips) using mobile phone cameras and circulating these using cell phone networks or e-mail.
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail.
- "Fraping" (using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.
- 'Catfishing' luring someone into a relationship by means of a fictitious online persona.
- Consensual and non-consensual sharing of nudes and semi nudes images or videos (also known as sexting or youth produced sexual imagery).
- 'Upskirting' in the first instance and the sharing of any images by the perpetrator and the passing on of these images by another party. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

Further information on Cyberbullying can be found in Annex A.

Giggleswick School will treat all incidents of bullying as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

**A young person is breaking the law if they:**

- Take an explicit photo or video of themselves or a friend.
- Share an explicit image or video of a child, even if it's shared between children of the same age.
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

**Pupils must also understand that:**

- Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences and it causes anxiety.
- Passing on a sexualised image of any person under 18 is bullying – it is an action that threatens the recipient and one that demeans the person pictured.
- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action.

**The consequences of youth produced sexual imagery can be serious for the perpetrator.**

- It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.
- If a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.



## **Why it is important to respond to bullying**

Bullying hurts and it inevitably results in pain and distress. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to understand and acknowledge the negative impact of their actions. Whilst bullying can take many forms, all bullying must be viewed as very serious, not least because bullying has the potential to cause psychological damage and even suicide.

Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does **occur, all pupils should be able to tell a member of staff and know that incidents will be dealt** with promptly and effectively.

Racist, sexist, homophobic, transphobic, or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules. No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances.

We monitor and record very carefully any instances of bullying so that we can respond quickly and be as pro-active as possible in dealing with any emerging patterns of behaviour.

Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

## **Roles and Responsibilities**

The Governors have a legal duty to ensure that an effective anti-bullying strategy is drawn up and implemented. Working towards changing the attitude and behaviour of bullies plays a part in the strategies used by the school. The Deputy Head will report annually to the governing body through the Governors' Boarding and Wellbeing Committee on the prevention of bullying and the anti-bullying strategies being followed by the school.

### **The Deputy Head (CASJ), Senior Master (NAG), and Head of Junior School (JRM) will:**

- Produce an annual report of all peer-on-peer abuse incidents (which includes all aspects as taken from the definition of peer-on-peer abuse from KCSIE 2021, including bullying in all its forms) for the Headmaster to be presented to the school Governors.
- Be responsible for the day-to-day management of the policy and systems to prevent peer-on-peer abuse and bullying and deal with incidents should they occur.
- Ensure that there are positive strategies and procedures in place to help both the victim(s) and perpetrator(s).
- Keep the Headmaster informed of incidents.
- Ensure that records of peer-on-peer abuse incidents are kept in order that patterns may be identified (and the causes of any such patterns addressed) and to evaluate the effectiveness of the school's approach.
- Determine how best to involve parents in the solution of individual problems.

### **All members of staff (teaching and non-teaching) and pupils are:**



- Expected to show respect for and develop an understanding of persons of differing ability, gender, sexuality, race and background. This is regarded as essential for individual personal and social development.
- Made aware that peer-on-peer abuse and bullying will not be accepted at Giggleswick School.
- Responsible for upholding the School Rules, which state that **any form of peer-on-peer abuse is completely unacceptable** and includes the implementation of the anti-bullying code.
- Made aware of the School's Equal Opportunities Policy and that it is unlawful to treat pupils or staff less favourably for example because of gender, sexuality, race, religion or belief, background or disability.

**Members of staff should:**

- Set a proper example of respect, kindness, courtesy and good manners.
- Ensure that standards of behaviour are maintained in a quiet, controlled and caring atmosphere.
- Be prepared to challenge any unacceptable behaviour and any use of discriminatory language.
- Deal promptly and effectively with all incidents of peer-on-peer abuse.
- Proactively gather intelligence about issues between pupils which might provoke conflict.
- Record any incidents of peer-on-peer abuse and action(s) taken and refer to the Deputy Head, Mr San Jose, or Senior Master, Mr Gemmell and at the Junior School, Mr Mundell.
- Inform Senior House Staff and Tutors, and at the Junior School inform Senior Leaders.
- Enlist the support of Praepostors and House Seniors through training and monitoring of prefect behaviour and effectiveness, and at the Junior School enlist the support of Pupil Leaders and Playground Buddies.
- Make sure that the quality of assemblies is such that the standards of behaviour, which the school upholds, are reinforced.
- Ensure adequate supervision and surveillance within school and be prepared to identify potential danger areas.
- Talk to pupils about issues of difference, through lessons, dedicated events or projects or assemblies.
- Participate in Staff training sessions.

**Parents should:**

- Report bullying incidents to Senior House Staff as soon as they become aware of them, or at the Junior School, to the Head of Junior School or the Assistant Head.
- Give specific support for the school's Peer-on-Peer Abuse Policy.
- Be aware that it is unacceptable to denigrate and bully school staff via social media.

**Pupils should:**

- Always report incidents of peer-on-peer abuse or of observed distress inside and outside school.
- Not be passive bystanders. Take action by saying "Leave him/her/them alone."
- Offer support: encourage them to talk to someone, suggest how they might handle it.



- Know that they can raise these issues in confidence by contacting one of the Helplines listed in 'Where do I turn?' or on House noticeboards (in corridors at the Junior School) or by contacting the Independent Listener.
- Be aware that it is not acceptable for pupils to abuse each other or school staff via social media in the same way that it is unacceptable to do so face to face.
- Understand that they should not retaliate to cyberbullying but report it immediately and save the evidence.
- Encourage a culture of anti-abuse: do not be a passive bystander.
- Understand that prejudiced-based language is unacceptable, and that teasing can be unkind.
- Be expressly taught, during Curriculum for Life in all years, the values and principles of:
  - The rights of the individual
  - Tolerance of individual differences
  - Building positive relationships
  - Developing emotional intelligence, including empathy and ways of developing resilience
  - Raising self-awareness and self-esteem
  - Social responsibility (i.e. caring for all members of the community)
  - Appropriate reporting of rule breaking
  - The difference between good and bad secrets
  - The correct use of the complaints procedure and awareness of the school's policies
  - Keeping passcodes to mobile devices secure and the importance of not leaving a computer logged on
  - Considering their online conduct carefully in accordance with the *Online Safety Policy and Acceptable Use of Devices*

In C4L teaching, relevant videos and role-play situations are used, so ways of countering and dealing with bullying are set within the context of social behaviour as a whole. Key events, such as Anti-bullying Week (organised by the Anti-bullying Alliance) are supported. The above principles will be reinforced:

- Whenever such issues arise within the wider curriculum.
- In House assemblies.
- In Tutor groups.
- In-House training programmes for the Sixth Form.

### **What you can do if you are being bullied**

- Ignore it if possible.
- Be assertive.
- Try to laugh it off, use humour to deflect.
- Do not retaliate with physical or verbal aggression.
- Talk to people who you know will offer good advice.
- Report it to a member of staff or an older pupil.
- If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive. If appropriate, take a screen-shot of any images or correspondence.
- Build your own protective circle of friends.



- Avoid high risk places.

## **Giggleswick Anti-bullying Procedure**

**All reports must be investigated, however minor, to ensure that a potentially serious case does not develop. There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and should not be tolerated.**

Pupils and all staff should be familiar with the document '*Where do I turn?*' which is in the Student Handbook and which suggests who pupils can talk to if they are feeling unhappy. A Junior School version is displayed around the school for pupils.

Incidents of bullying behaviour or observed distress must be dealt with **immediately** and should be reported as soon as possible to a responsible adult.

The first member of staff involved makes notes with names of those involved, what has happened, and what action has been taken, and copies it immediately to the appropriate Housemistress or Housemaster, or to the Head of the Junior School.

Senior House Staff are responsible in the first instance for the management of such incidents. At the Junior School, the Senior Leadership are responsible in the first instance.

Bullies and victims will usually be expected to assist staff in providing detailed written accounts of any incident.

Senior House Staff will keep both the parents of bullies and victims informed of the situation and of any outcomes. At the Junior School, this is the responsibility of the Head.

Victims are assured of patient and sympathetic listening and are given on-going advice and support. Where appropriate contact will be made with external agencies to support a pupil who is experiencing bullying.

Bullies should be assured of counselling and rehabilitation, which may involve external agencies, to tackle any underlying issue which has contributed to a child engaging in bullying, as well as appropriate punishment.

A record of clearly substantiated incidents will be kept by the Deputy Head, who will monitor incidents, identify any patterns and seek to prevent recurrences. At the Junior School, records and monitoring is the responsibility of the Head alongside the SLT.

In the first instance, a '**no blame**' approach is often taken, usually leading to a reconciliation meeting.



**Interventions that create empathy and understanding of harm caused appear to be more effective than punitive action.**

**Existing research suggests that resources should be focused on anti-bias and bystander intervention training, peer support programmes, and restorative justice approaches rather than zero tolerance policies.**

*Education Policy Institute: "Bullying: A review of the evidence"*

*12th November 2018*

Pupils are usually then given a verbal warning with clear advice about future behaviour.

Should the bullying be repeated pupils will receive a formal written warning.

Given the seriousness with which the school views bullying, persistent inappropriate behaviour may then result in suspension or expulsion.

When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm from bullying, it will be referred to social care as a safeguarding concern by the Designated Safeguarding Lead. Additional procedures will be followed in matters related to sexual violence and harassment, or in the event that a crime may have been committed.

### **3 SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:



- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

**Sexual violence** refers to offences under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault).
- Causing someone to engage in sexual activity without consent

**Consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. Further information about consent can be found here: [Rape Crisis England & Wales](#). It is important to remember that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

When referring to **sexual harassment** we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school’. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people, taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence);
  - sexualised online bullying;



- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a pupil or a pupil makes a report to them, they should follow the referral process set out in the School's Safeguarding Policies and Procedures.

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy in their absence).

### Guidance

- The Equality Act (2010)  
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- Preventing and Tackling Bullying: advice for headteachers, staff and governors (DfE, 2017)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Behaviour and discipline at school: guidance for headteachers and school staff (DfE, 2016)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- Cyberbullying: advice for teachers (DFE, 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- Working together to safeguard children (DfE, 2018)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>
- SEND Code of Practice (DfE, January 2014, updated April 2020)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



- Keeping Children Safe in Education (DfE September 2021)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)
- Guidance on Sexual Violence and Sexual Harassment between Children at School (DfE September 2021)  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- UKCIS Guidance on Sharing nudes and semi nudes: Advice for educational settings working with children and young people (UKCIS, 2020)  
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Searching, screening and confiscation at school: DfE Guidance for Schools (DfE 2018)  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2020)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RS\\_E\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)



## Annex A Cyberbullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sending nudes or semi-nudes (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). 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 from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

### Cyberbullying and the Law

**Bullying is never acceptable and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.**

#### Education Law:

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

#### Civil and Criminal Law

- There is not a specific law which makes cyberbullying illegal but it can be considered a



criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

### **Preventing Cyberbullying**

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

### **Roles and Responsibilities**

**The Deputy Head who is also the Designated Safeguarding Lead** will take overall responsibility for the coordination and implementation of cyberbullying prevention and response strategies. The Deputy Head will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly.
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the Anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-bullying Policy is available at all times on the school website
- ensure that cyberbullying is revisited as part of the Curriculum for Life/PSHE/Computing programme and that pupils know how to report a concern.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.
- provide annual training for staff on the above policies and procedures provide annual training for staff on online safety
- ensure the school's Acceptable Use Policy and mobile phone policy are reviewed annually

**At the Junior School, the Headmaster, who is also the Designated Safeguarding Lead** will take responsibility for the coordination and implementation of cyberbullying prevention and response strategies. The Head will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.



- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly (with the Deputy Head).
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- ensure that parents/carers are informed and attention is drawn annually to the Anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-bullying Policy is available at all times on the school website.
- ensure that cyberbullying is revisited as part of the Curriculum for Life/PSHE/Computing programme and that pupils know how to report a concern.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.

#### **The Computing Subject Lead and the Curriculum for Life (PSHE and Computing Leads at the Junior School) Subject Lead will**

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum in in CfL delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

#### **The IT Department will**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The internet filter records access to prohibited sites which enables IT Support to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

#### **The Bursar will**

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (2018). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

#### **The School Governors will**

- appoint a governor in charge of welfare who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. The current nominated safeguarding governor is Mr Andrew Jarman.



### **Guidance for Staff**

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

#### **Mobile Phones**

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Deputy Head and Designated Safeguarding Lead immediately and pass them the information that you have

#### **Digital Devices**

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

### **Guidance for Pupils**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (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 details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know



- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

### **Guidance for Parents/Carers**

It is vital that parents/carers, 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. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.

**Additional information on Online Safety is contained within the school's Online Safety Policy.**