

ANTI-BULLYING POLICY (INCLUDING CYBER BULLYING AND ANTI SEXUAL BULLYING)

THIS POLICY APPLIES TO MILLFIELD PREP SCHOOL AND MILLFIELD PRE-PREP SCHOOL (INCLUDING EYFS)

At Millfield Prep School (including EYFS and Boarding) we believe that every single child has the right to learn in a school environment, free from bullying of any kind and in which they feel safe and supported. Bullying of any kind is deemed unacceptable and will always be treated seriously and acted upon. This policy should be read in conjunction with the Behaviour Policy, the Safeguarding policy (including Prevent) and the Code of Conduct. This policy has been written with due regard made to DfE “Cyberbullying – advice for head teachers and school staff “ 2014 ,“Preventing and tackling bullying” October 2014/July 2017, Keeping Children Safe in Education 2019 ,Working Together to Safeguard Children 2019 and Sexual violence and sexual harassment between children in schools and colleges 2018, Teaching Online Safety in Schools 2019.

DEFINITION OF BULLYING

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

Bullying includes:

- Verbal – for example name-calling, taunting, mocking,
- Physical – for example kicking, hitting, pushing, taking belongings,
- Cyber Bullying – text messaging, sexting, upskirting, prank mobile calls and inappropriate use of social networking site (see Appendix 1)
- Emotional – for example excluding people from social groups and spreading hurtful and untruthful rumours
- Causing physical or emotional damage (which may cause psychological damage) to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sexual orientation, gender, homophobia including bi-phobic and transphobic comments, disability and special educational needs or because a child is a looked after child or adopted or is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.(Also see Appendix 2)

Bullying can seriously damage a young person’s confidence and self-worth; it is the responsibility of **all staff** to actively support children who are being bullied and to act in a **supportive and confidential manner if a child approaches them with an allegation of bullying.**

Bullying is not when children have the odd argument, fall out or engage in a one off tussle.

Bullying will be treated as a safeguarding / child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

OUR AIM

1. To ensure children have a safe and secure environment where there is an understanding that bullying will not be tolerated.
2. To encourage and allow all our children the opportunity to be individuals and to express their own opinions without fear of ridicule.
3. To ensure that both children and parents understand the procedures that will be taken when an incident of bullying takes place.
4. To ensure that children feel listened to.

PREVENTION

As a school, we are always looking to reduce and eliminate any form of bullying in our community. These listed below is not an exhaustive list but just some of the strategies or approaches that we use:

1. Through the ethos of the school, incorporating our School Code of Conduct.
2. Opportunities within the school curriculum – PSHEE, assemblies, workshops, visiting speakers and ICT provision.
3. Pastoral – through group tutor input and the use of circle time to enable children to both express their views in a safe and controlled environment and to feel that their views and beliefs are valued; engaging children in dialogue on a regular basis.
4. Ensuring that the school environment is safe and that staff are aware of areas where problems may arise.
5. Through the use of circle time where issues can be aired. Peer Mentor training and the use of Pastoral monitors
6. Through the on-going training of all our staff. So that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are known and available.
7. Openness and communication are often the most powerful ways in which to combat bullying and this should involve all members of the school community.
8. The children also have access to worry boxes or email address, also “Yabberbox” which offer a confidential way to approach a member of staff or for the victim’s friends to alert an adult about their concerns. Also there is a bullying reporting email system set up reportbullying@millfieldprep.com
9. The children can also have access to Independent Listeners, Chaplain or can be referred to the School Counsellor. Access to outside agencies such as NSPCC and Childline are advertised in boarding houses, medical centre and around the school.
10. Having clear disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect amongst the school.
11. Having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect.

ADVICE TO PARENTS

We place an extremely high value on our relationship with parents we believe that close communication between Home and School can enable us to deal with difficult situations as they arise. Bullying occurs in all schools and places of work from time to time. Parents should be aware that we do not tolerate any form of bullying at MPS and we will always respond to reported incidents.

If a child shows any unusual behaviour or attitude, we would ask that parents discuss this with the school immediately. Parent's first line of contact is the child's Group Tutor or House parent who will then liaise and discuss the issues / concerns with the Head of Year. Similarly, if a child says that they are being bullied or that they know someone who is, parents should let us know **swiftly** so that we can take immediate / appropriate action. We invite parents to communicate any concerns to us either about their child or others so as to avoid any potential for adults to be Bystanders in children's lives.

ADVICE TO PUPILS

Do not suffer in silence tell an adult immediately.

If someone is being unkind and making you feel unhappy, you must tell someone. Remember, it may not be bullying but your teachers will help you work through any problems you may have.

1. If you feel you are being bullied, you must tell someone about it. This does not have to be your Group Tutor or Head of Year but someone who you feel comfortable to be able to talk to and who you trust to support you e.g. Houseparent, subject tutor, games staff, Chaplain etc. **Please do not suffer in silence.**
2. Treat everyone in your school with kindness Don't get involved in name calling or gossip.
3. If you see someone being unkind please tell a teacher or your parents.
4. And remember, if you know that someone is being unkind and you don't do something to help you are letting the bully get away with it and are being a 'Bystander'.

ADVICE TO ACADEMIC STAFF

Always set a good personal example. Be a good role model for the children and be clear that you will not tolerate bullying and do not engage in any 'banter'..

1. Be alert for children who appear upset. Look out for those children who are often isolated or the butt of recurrent jokes or banter by their peer groups. Those that have recurring school absences or do not want to come to school. **Take action immediately**
2. **Be on time for lessons** - this can sometimes be a trigger point for low level bullying some areas of the school, such as the playground and changing rooms, should be monitored very closely for sign of bullying
3. **Be vigilant** at all times especially around playground and changing room areas or areas of the school where children are not always under direct supervision of staff in unstructured times.
4. **ALL** staff should always be watchful for any signs of bruising or other marks on children which are not easily accounted for. If you have any concerns, then please act immediately and see *Safeguarding and Child Protection Policy* for guidelines.

If you have a concern, always take some form of action. Always raise issues with the Head of Year (HOY), Deputy Head or Headmistress.

All staff must be especially vigilant and mindful to those pupils who may appear particularly vulnerable or susceptible to bullying. Such as those pupils with SEN or who require additional pastoral, social or emotional support.

As part of our good practice staff should continue to observe the following objectives;

- Being sensitive at all times to the feelings of students and especially to the possibility of bullying
- Taking seriously a pupil's request for help
- Making time for children to speak to us
- Respecting a pupil's individuality, views and circumstances
- Recognising the need to counsel both the aggressor and the victim

Sometimes children complain that they are being "picked on" by a teacher and there can occasionally be 'clashes of personality'; staff should not use sarcasm when addressing a pupil. If a member of staff is having problems with a pupil, that information should be shared with the Group Tutor/Head of Year so that it can be seen whether it is an isolated incident or whether it is part of a general picture. If there is a specific complaint from a child or a parent, then this needs investigating by the Head of Year or by the Head of Boarding and the Deputy Heads must be informed. There should be a written account of a complaint. The member of staff needs to be given an opportunity to be able to respond and communicate their side before any action is taken.

Equally it is true that staff may be subject to bullying from other staff, parents or pupils. Advice and guidance for this can be found in the Cyber bullying section of this policy, school's Whistleblowing Policy and Staff Grievance Procedure.

Recognising that certain methods of control (e.g. the use of sarcasm) and an overbearing manner are inappropriate; also that children learn by example; therefore, any action which could be seen as bullying by a teacher would be unprofessional and totally unacceptable.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures should be implemented:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. They will need to make detailed and dated records as verbatim as possible. Recording times, places, witnesses and so on. **Please refer to Guidelines for Interviewing Children policy.**
- All bullying incidents no matter how low level they may appear initially should be recorded (sheet attached in policy) as this information may be vital in the future.
- He/she will inform an appropriate member of the pastoral team as soon as possible. This will usually be the HOY or in more serious situations, one of the Deputy Heads or Head of Pre Prep.
- The alleged victim will be interviewed on his/her own in line with the Interviewing Children policy and an account will be written up by the member of staff.

- The alleged bully, together with all others who were involved, will be interviewed individually and their accounts recorded. In conjunction with the Interviewing Children policy.
- All children will be offered to have someone to accompany them of their choosing. Younger pupils may ask for their Group Tutor, teacher who they have a good relationship with whereas an older pupil may wish to have a friend with them. If they decline this opportunity this also needs to be recorded.
- When there is abuse of one or more pupils against another pupil this incident should be treated as a Safeguarding / Child Protection concern when there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm. Please then refer to Safeguarding policy. If a crime has been committed or there is a likelihood of one being committed and/or the bullying seriousness reaches external agencies (such as police/ children's social care) thresholds the school will refer the matter on whilst supporting the children in school wherever possible. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Also refer to Peer on Peer Abuse Policy.
- All staff including the House parent (if a boarder) should be informed. The Headmistress should be copied in in all notes, preferably within 24 hours.
- Notes and the completed Bully Record Sheet will be held on file by the Head's PA. A central bullying log is also recorded by Deputy Head (Pastoral) and is held by Head's PA. Investigations, actions, outcomes and follow up procedures are shown. Bullying incidents in individual houses may be recorded in house logs etc. but must also be fed into the central school register as well so that there is one centralised place of recording so that a full picture can be seen across all aspects of the school.
- If during an investigation there is felt the need to search a room, locker or personal items of a pupil then the school's Search Policy must be followed.

Children on both sides must feel that their voice has been fairly heard and appropriate action taken.

After Care:

- The victim will be supported and monitored by the pastoral team, separately from the bully. Strategies and coping methods will be set out which may well involve HOY, surgery, school counsellor acting together if necessary.
- The bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be planned and preferably agreed.

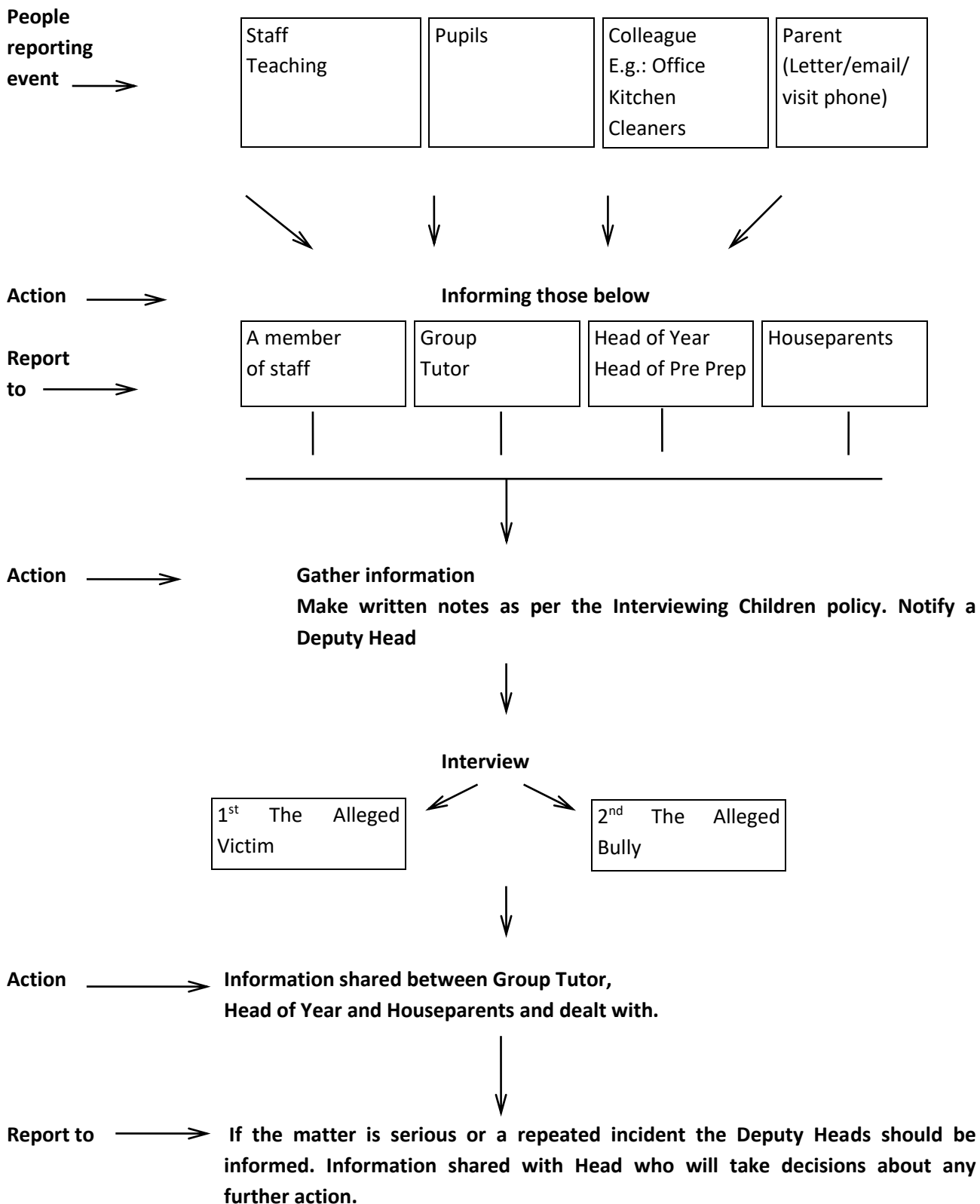
It is our responsibility to recognise that both the victim and the bully will be in need of pastoral support.

- A monitoring and review strategy will be put in place, overseen by Head of Year or Deputy Head, depending on the severity of the incident.

Sanctions: Any form of disciplinary action or sanctions will be in line with the School's Behavioural Policy

BULLYING POLICY

WHAT TO DO IN A BULLYING SITUATION



Bullying Record Sheet

Names of pupils involved:

Reported by whom:

Victim:

Alleged bully (ies):

Date	
Who was it reported to?	
What action has been taken? (see policy)	
Follow up action necessary? By whom?	
Have other staff been informed? Who?	
Have notes of conversations been recorded?	
Staff signature	
<p>On completion this form now needs to be passed to the Deputy Head and a copy given to the Headmistress's PA for filing in pupil records. Attach pupil statements and any other relevant paperwork.</p>	

Child Line 08001111

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

LC Aberdeen studios, 22, Highbury Grove, London, N5 2DQ.

Tel: 0207704 9822 Helpline 02073548321 (Mon-Fri 2-5pm)

<http://www.ace-ed.org.uk/>

Advice for parents on all school related matters.

185, Tower Bridge Road, London SE1 2UF

Tel: 02073781446 -

<http://www.bullyonline.org/schoolbully/links.htm>

2 Grosvenor Gardens, London

Tel: 02077303300

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

520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London.

Tel; 08088002222

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

<http://www.gov.uk/government/organisation/departments-for-education/>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

Title

Bullying; Wise Guide

Don't Pick on Me; How to Handle Bullying

Your Child and Bullying

101 ways to deal with bullying

Keeping Safe

Helping children cope with bullying

Bullying and how to fight it

The bullying problem; how to deal with difficult children

Michele Elliott

Rosemary Stone

J Alexander

Michele Elliott

Kidscape

S Lawson

A Mellor

A Train

Appendix 1

CYBER-BULLYING POLICY (On-line bullying)

At Millfield Prep School (including EYFS and boarding) we believe that every single child should be taught how to protect themselves in the online world, including beyond the school environment. This policy works alongside our Acceptable Users Policy (AUP) Online Safety Policy, the Behaviour Policy and the Safeguarding policy

Cyber- bullying (On-line bullying) will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

As a school we acknowledge that:

- Many mobile devices and games consoles offer broadband connections.
- Increasingly pupils 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.

Our aim is to:

- Safeguard pupils by educating them how to protect themselves in both the real and virtual world and build resilience in this area. We do this through ICT curriculum, PSHEE, assemblies, all lessons where IT is used, visiting speakers and informing parents via updates through newsletters and parent talks. This is everyone's responsibility and all staff should be aware of this policy and how to respond to Online Safety incidents.
- Pupils need to be made aware of the school's acceptable user policy (AUP) and what to do if they have any ICT safeguarding concerns.

Procedures for dealing with Inappropriate/Illegal Internet Access or Material and what to do in the event of discovery of illegal material are detailed in our Safeguarding Policy.

Definition of Cyber-bullying or On-line bullying

- Cyber-bullying can be defined as -"involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others".
- 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, and even the profile of the person doing the bullying and their target.
- Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and

manipulation. If an image is shared / posted without someone's consent then this can be considered to be an act of bullying, especially if it is forwarded to others.

- Some cyber-bullying is clearly **deliberate and aggressive**, but it is important to recognise that some incidents of 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. 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 recommended that anti-bullying policies refer to those 'bystanders' — better termed 'accessories' in this context — who actively support cyber-bullying and set out sanctions for this behaviour. It is important that pupils 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. **Cyber bullying is as serious if not more serious than the other forms of bullying.**
- **Targets and perpetrators** — the people involved may have a different profile to traditional bullies and their targets.
- **Access and Location** — the 24/7 and any-place nature of cyber-bullying.
- **Anonymity** — the person being bullied will not always know who is attacking them. Motivation — some pupils 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.

Cyber-bullying (On-line bullying) and the Law.

Bullying is never acceptable and the school fully recognizes 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 cyber-bullying. 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 devices from pupils.

Civil and Criminal Law:

- There is not a specific law which makes cyber – bullying 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)

Prevention

- We seek to instil values in all members of the School, which should, ideally, preclude all bullying. These are reinforced by a PSHEE programme which includes a unit about Internet Safety and its effects and consequences, assemblies in year groups and whole school. As well as our Acceptable Users Policy in ICT, safety is a priority throughout the ICT curriculum as well. The children also have access to “worry boxes” or Yabberbox, the reportbullying@millfieldprep.com or worries@millfieldprep.com email helpline if they wish to disclose any cyberbullying incidents or concerns. In essence, these seek to inculcate respect for others, their property and their individuality. We hope these values underpin ordinary curricular lessons too.
- 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 children are also taught about the threat of violent extremism and radicalisation and what to do if they feel that they have had contact via the internet. The school promotes British values through PSHEE, assemblies and year assemblies.

PROCEDURES FOR DEALING WITH REPORTED CYBER-BULLYING (On-line bullying)

Roles and Responsibilities:

The Deputy Head Pastoral who is also the Designated Safeguarding Lead and Prevent Lead (DSL) will take overall responsibility for the coordination and implementation of cyber –bullying prevention and response strategies.

The Deputy Head will:

- Ensure that all incidents of cyber-bullying both inside and outside of school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the Anti-Bullying Policy, Behaviour Policy and Safeguarding policy.
- Ensure that all policies relating to safeguarding, including cyber-bullying are reviewed and updated regularly.
- Ensure that all staff know that they need to report any issues concerning cyber- bullying to the DSL or Online Safety Co-ordinator.
- Ensure that all staff are aware of their Prevent Duties

- Provide training so that all staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to make a referral if they believe a child to be at risk of harm. The Deputy Head Pastoral is also the Prevent Lead
- Ensure that all parents/carers are fully informed and attention is drawn annually to the Anti-Bullying policy and Cyber-bullying policy by placing it on the Parent Portal, notification of updates through the newsletter and the Anti-Bullying including cyber-bullying policy is always available on the school website or a hard copy available in the school reception.

We have an Online Safety Coordinator, **Mr Jonathan Ford**, whose role is to monitor all Online Safety issues alongside the Deputy Head Pastoral.

Online Safety Coordinator's roles and responsibilities are:

- Leads the Online safety committee
- Chairs the Digital Council for the pupils
- Takes day to day responsibility for Online Safety issues and has a leading role in establishing and reviewing the school Online Safety policies and documents
- Ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident
- Provides training and advice for staff and pupils
- Liaises with any external agencies or authorities if and when necessary
- Receives reports of Online Safety incidents and creates and oversees a log of incidents to inform future Online Safety developments
- Alongside the Deputy Head Pastoral oversees the filtering logs and acts on any concerns that these provide
- Works in close communication with Designated Safeguarding Lead with particular attention to any Online Safety incidents which may overlap into School's Safeguarding procedures
- Meets regularly with the Online Safety governor to discuss policies, training and role
- Attends relevant Governors meetings/committees and feedback about updates or changes
- Reports regularly to SMT via Pastoral meeting
- Sends out regular updates to parents on Online Safety issues via emails, newsletter or organising talks

IT Services will:

- Oversee the use of appropriate technologies to filter all internet access plus record any access to prohibited sites. Where access to prohibited sites is detected IT Services will immediately report this to the DSL.
- Visitors will be given highly restricted guest accounts which will not allow any access to sensitive school data and services. Any visitor found to misuse of the system will result in access to the system being withdrawn.
- Visitors receive how to contact the DSL via their visitor's badge

There is also an Online Safety Governor – Mr Tim Taylor

The Online Safety Governor's roles and responsibilities are:

- Responsible for reviewing and approving the Online Safety policy
- Meeting regularly with the Online Safety coordinator – monitoring the Online Safety logs, filtering levels etc.
- Reporting back to the relevant Governors committees

The Finance Director 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 a member of staff.

Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Safeguarding and Staff Code of Conduct, AUP and other linked policies. The school will deal with inappropriate use of technology in line with the Code of Conduct and Safeguarding policy which could result in disciplinary procedures. All staff will have online safety as professional development through their safeguarding updates.

Guidance if you suspect or are told about a cyber-bullying incident:

Mobile Phones:

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to inappropriate text message or image, to include the date, time and names
- Make a transcript of spoken message, record date, times and names
- Tell the pupil to save the message/image
- Inform the Deputy Head/ Online Safety Co-ordinator/ DSL as appropriate and pass them the information you have gathered

Computers/Mobile devices:

- Ask the pupil to get up on the screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have all the papers in the right order with no omissions
- Inform the Deputy Head Pastoral or Online Safety Co-ordinator straight away
- The school will then follow its normal Interviewing children policy or follow the safeguarding policy if there is a child protection issue

Guidance to pupils

Being sent an abusive or threatening text message, or seeing nasty comments about yourself, family members or friends on a website, can be really upsetting. This code gives you five important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

- **SAFE** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password. Never retaliate or reply.
- **MEETING** - Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents or carers permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.
- **ACCEPTING** - Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
- **RELIABLE** - Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online, it's best to only chat to your real world friends and family
- **TELL** - Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Guidance for teenagers

- **Protect your online reputation:** use the tools provided by online services to manage your digital footprints and "think before you post". Content posted online can last forever and could be shared publicly by anyone.
- **Know where to find help:** understand how to report to service providers and use blocking and deleting tools. If something happens online which upsets you it is never too late to tell someone.
- **Don't give in to pressure:** if you lose your inhibitions you've lost control; once you press send you cannot get it back.
- **Respect the law:** use reliable services and know how to access the music, film and TV you want.
- **Acknowledge your sources:** use trustworthy content and remember to give credit when using other people's work/ideas.

Next steps:

1. If a pupil or a friend of a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible, who will then alert the Online Safety Coordinator.
2. No matter how upsetting these messages may be children should save the message with a screenshot and should not delete messages.

3. Depending on the nature of the allegation, the case will be taken up either by the Head of Year, Deputy Head, Online Safety coordinator or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff and/or the Police.
4. Interviews will be conducted fairly, in conjunction with our Interviewing Children Policy, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues.
5. The Anti-Bullying Policy and procedures will then be followed and written records maintained. All forms of IT abuse will be recorded on a central log held by the Online Safety Co-ordinator. If it is deemed to be Cyber bullying, then it will be recorded on the central bullying log. The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be in line with the school's Behaviour policy
6. There is a CEOP button to report abuse or issues on the School's home page of the xtranet which is available to all pupils.
7. There is also reportbullying@millfieldprep.com available to all pupils

Guidance for Parents/ Carers

- It is vital that the school and parents/carers work together to ensure that all pupils understand the serious consequences of anything that might be seen as cyber-bullying.
- Parents/carers can help by making sure their children understand the school's policies and understand how seriously the school views these matters
- Parents/carers should also explain the legal implications relating to cyber- bullying issues
- If parents/carers believe that their child is the victim of cyber-bullying, they should save the offending material and make sure they have all the relevant information before deleting anything
- Parents/carers should contact the Deputy Head Pastoral as soon as possible
- If the incident falls in the holidays the school reserves the right to take action against the bullying perpetrated.

ADDITIONAL RESOURCES AND SUPPORT

DFE Teaching Online Safety in School 2019

DFE KCSIE 2019

DfE –Preventing and tackling bullying (July 2017)

DfE – Advice for parents and carers on cyber bullying (Nov 2014)

NSPCC – <http://www.nspcc.org.uk/>

Child Exploitation and Online Protection Centre (CEOP) – <http://thinkuknow.co.uk/>

The use of social media for on-line radicalisation -<https://www.gov.uk/.../the-use-of-social-media-for-online-radicalisation>

The UK Safer Internet Centre –(www.saferinternet.org.uk)

The Prevent Duty Guidance for England and Wales (2015)

The Prevent Duty: departmental advice for schools and childcare providers (2015)

www.saferinternet.org.uk

www.childnet.com

www.anti-bullyingalliance.org.uk

www.cyberangels.org

The Designated Safeguarding Lead and Prevent Lead is Mrs Tracey Hazell and the Deputy Designated Lead is Mrs Shirley Shayler.

The Designated Safeguarding Lead for EYFS and Pre-Prep and Prevent Lead is Mr Michael Jory and the Deputy Designated Safeguarding Lead is Mrs Tracey Hazell and Amy Denbee (DDSL EYFS).

Appendix 2

ANTI-SEXUAL BULLYING POLICY

Objectives

To uphold every child's right to protection from all forms of violence and exploitation and to a safe education, and to increase recognition that sexual bullying prevents the full enjoyment of these rights.

Definition

Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls. It can be carried out to a person's face, behind their back or through the use of technology.

For example:

- Teasing or putting someone down because of:
 - their behaviour (. e.g. because they have or haven't had sex)
 - their sexuality
 - their body (e.g. the size of their breasts, bottom or muscles)
- Using words that refer to someone's sexuality in a derogatory way (like calling something 'gay' to mean that it is not very good), biphobia and transphobia displays towards another
- Using sexual words to put someone down
- Making threats or jokes about serious and frightening subjects like rape
- Spreading rumours about someone's sexuality and sex life – including graffiti, texts and msn
- Touching parts of someone's body that they don't want to be touched (this includes squeezing, pinching, kissing, groping)
- Putting pressure on someone to act in a sexual way.
- Upskirting.

The NSPCC has developed a 10-point guide to support education settings in preventing and responding to sexual bullying. This is published on the NSPCC's INFORM website.

Consequences

Research has shown that bullying can have a negative impact on the emotional well-being of the children and young people affected, including low self-esteem and confidence, poor body image, depression and anxiety. In some cases, sexual bullying can be linked to poorer educational outcomes and increased truancy rates for the young people involved.

Children's Rights

Children have a right to be safe from abusive and exploitative behaviour, and a right to a fulfilling education, and schools and other settings have a responsibility to protect them from such behaviour. Sexual bullying can prevent the full enjoyment of these rights, as set out in the UN Convention on the Rights of the Child (1989). These include:

- Article 19 States Parties shall take all appropriate legislative, administrative, social and education measure to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual

abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

- In England, Section 61 of the Schools Standards and Framework Act 1998 introduced a legal requirement for schools to produce an anti-bullying policy (as part of a pupil discipline policy) from 1st September 1999. Additionally, Section 175 of the Education Act 2002 required schools and local authorities to safeguard and promote the welfare of children. Subsequent guidance set out that safeguarding the welfare of children “encompasses issues such as pupil health and safety and bullying”.

Millfield Prep School aims to promote a culture that promotes best practice, prevents and responds to incidences of sexual bullying and create a safe school environment. This policy works in conjunction with the Transgender Policy

Millfield Prep School recognises that the most effective anti-bullying initiatives are those that form part of a whole school strategy. An anti-sexual bullying policy alone will not stop bullying behaviour. Bullying can only be reduced through an understanding of why it happens and a determination to foster a community in which all people are treated with respect and kindness. Alongside devising and implementing anti-bullying policies, all members of the school community, including teachers, support staff, pupils, parents and governors, are involved in creating and maintaining a safe environment. It also requires members of the school community to uphold standards of behaviour as set out in the school’s anti-bullying policy, and to prevent and respond swiftly to all forms of bullying. Furthermore, sexual bullying should be clearly identified in conjunction with the schools’ anti-bullying policy.

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