



Cyberbullying policy

Chartwell International School

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Introduction

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

Aims

The aims of this policy are to ensure that:

- We safeguard the pupils in the real and virtual world.
- Pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be.
- Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community.
- We have effective measures to deal effectively with cases of cyberbullying.
- We monitor the effectiveness of prevention measures.

What is cyberbullying?

Cyberbullying –definition

Website: <http://www.cyberbullying.org/> defines this unpleasant and particularly intrusive phenomenon in the following terms: “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”.

These elements include the following:

- Willful: The behaviour has to be deliberate, not accidental.
- Repeated: Bullying reflects a pattern of behaviour, not just one isolated incident.
- Harm: The target must perceive that harm was inflicted.
- Computers, cell phones, and other electronic devices: this, of course, is what differentiates cyberbullying from traditional bullying.

Cyberbullying can involve Social Networking Sites, emails and mobile phones used for SMS messages and as well as cameras.

In addition:

- It can be used to carry out all the different types of bullying; an extension of face-to face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or ‘cyberstalking’; vilification/defamation; exclusion or peer rejection;
- Impersonation; unauthorised publication of private information or images (‘happyslapping’), and manipulation
- It can be an illegal act.

Preventing cyberbullying

Staff should complete training in identifying cyberbullying and understanding their responsibilities in developing e-safety.

- The delivery of PSHE/PD and ICT lessons are an important part of preventative strategy and will discuss keeping personal information safe and appropriate use of the internet.
- Pupils will be educated about cyberbullying through a variety of means: assemblies, conferences, Anti-bullying Week, projects (ICT, PSHE/PD, English), etc.
- Parents will be provided with information and advice on e-safety and cyberbullying via literature, talks, etc.
- Staff will be involved in evaluating and improving policies and procedures through staff meetings.

Policies and procedures

- Ensure regular review and update of existing policies to include cyberbullying where appropriate
- Chartwell International School will keep good records of all cyberbullying incidents. Teachers need to fill in a **Safeguarding concern form** (see Appendix 4) for all cyberbullying incidents.
- Publicise rules and sanctions effectively
- The IT department will use filtering, firewall, anti-spyware software, anti-virus software and secure connections to safeguard the pupils. Though electronic controls alone can never be 100% effective, and pupils should adhere to the AUP guidelines.

Promoting the positive use of technology

Chartwell International School will:

- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Ensure all staff and children understand the importance of password security and the need to log out of accounts.

Making reporting easier

- Pupils may contact teachers in person or by email when they are concerned about a bullying issue
- Ensure staff can recognise non-verbal signs and indications of cyberbullying with regular safeguarding training
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgment
- Publicise to all members of the school community the ways in which cyberbullying can be reported
- Provide information for all students including reassurances about 'whistleblowing' and the appropriate way of informing appropriate staff or parents about incidents they have witnessed.

Responding to cyberbullying

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and this must remain the framework within which incidents of bullying are investigated. However, some features of

cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere
- anonymity: the person being bullied will not always know who is bullying them
- intent: 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
- it is possible that a member of staff may be a victim and these responses apply to them too.

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling someone
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff (in the case of staff they should take it to their line manager)
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- In some cases, the person being bullied may be able to block the person bullying from their sites and services.

Investigation

- The safeguarding of the child is paramount and staff should investigate in accordance with the Chartwell International School Safeguarding and Child Protection Policy
- Members of staff should contact the appropriate class teacher and school counselor for the purposes of investigation and record it on the **Incident/accident/concern form** (see Appendix 3).
- The School Team (class teacher, school counselor, relevant Head) will decide if it is a safeguarding concern and whether DSL/ADSL needs to be involved.
- Interviews will be held in accordance with the Chartwell International School Anti Bullying Policy
- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff email
- If images are involved, the School Team will determine whether they might be illegal or raise child protection concerns. If so, DSL will be contacted, who may involve the local police in cases of actual/suspected illegal content
- Identify the bully. See Appendix 1 for guidance
- Confiscate device(s) if appropriate
- Any allegations against staff should be handled as other allegations following guidance in the schools' Safeguarding and child protection policy and Whistleblowing policy.

Working with the bully and applying sanctions

Sanctions will be applied by the relevant Head as appropriate.

The aim of the sanctions will be:

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

Appendix 1: Identifying the Bully

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individuals' phone or hacking into their IM or school email account to send nasty messages. In cases where you do not know the identity of the bully, some key questions to look at:

- Was the bullying carried out in the school system? If yes, are there logs in school to see who it was? Contact the school IT helpdesk to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? The service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their pupils. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network and is much harder to trace. Similarly, text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offense been committed? If so, the police may have a duty to investigate. Relevant criminal offenses here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour).

Information about cyberbullying and civil and criminal laws

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offense. Although bullying or cyberbullying is not a specific offense in Serbian law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyberbullying –threatening and menacing communications.

Appendix 2: Some useful agencies/resources

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

Anti-Bullying Alliance

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

Anti Bullying Network

An excellent Scottish Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for pupils, teachers, parents, on all aspects of bullying, including homophobic, racist and cyber and good case examples of schools in the region that have tried out various strategies to reduce bullying, organised under specific headings. Schools may find these useful for ideas and to adapt.
<http://www.antibullying.net>

Antibully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.
<http://www.antibully.org.uk/bgbullied.htm>

Headliners

Headliners is a UK-wide news agency producing news, features and comments by young people for everyone. It encourages young people to express their views through story, journalism, photos and images on all issues including bullying that affect them.
<http://www.headliners.org/>

CEOP: (Child exploitation online protection)

A newly formed government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for secondary age pupils called 'thinkuknow'.
<http://www.ceop.gov.uk/>

Childnet International

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned with preventing abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at key Stage 3 on internet safety.
<http://www.childnetint.org>

Children's Legal Centre

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals

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providing advice in this area. It advises on actions schools are required to take to prevent and deal with bullying effectively, as well as providing practical advice on what parents can do if a school fails to support their child.
<http://www.childrenslegalcentre.com>

Equality and Human Rights Commission

This has examples of anti-harassment policies and links for education establishments to websites that provide relevant information on racist aspects of bullying.
<http://www.equalityhumanrights.com/>

Kidscape

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, ZAP, for children and young people and develops their confidence and skills to resist bullying and forms of abuse.
<http://www.kidscape.org.uk>

NSPCC

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied.
<http://www.nspcc.org.uk>

Books

Most of the websites listed above have books and resources that schools can order to extend their understanding of bullying and how to prevent it.

Journeys

Children and young people talking about bullying. This booklet, the first publication from the Office of the Children's Commissioner for England, tells the real stories of ten children and young people who have experienced bullying. It also includes their tips for dealing with bullying and an endnote by Al Aynsley-Green, the Children's Commissioner for England.

Available at:

http://www.childrenscommissioner.gov.uk/content/publications/content_222

Primary

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

<http://www.amazon.co.uk/>

Secondary

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

General advice on protecting yourself online and dealing with Cyberbullying

To avoid the risk of being exposed to illegal content and protecting yourself online, we recommend the following precautions:

- Do not share your personal information! This includes pictures of you or your family and friends, email addresses, mobile numbers and online IDs.
- Do not arrange to meet strangers! You may have been communicating with people you think you know online, but do you really know who they are?
- Do not open email or links on social networking pages from people you do not know or when you do not recognise the email address.
- Similarly, do not open attachments or pictures you receive from unknown people or email addresses
- Ensure you have an effective filter on your PC to stop unwanted content.
- If you are regularly using search engines (such as Google, Bing or Yahoo), you can set each search engine site to a strict level of filtering. This limits what a search will bring up when entering keywords. Check your options with your preferred search engine site. Once you have chosen a search filtering level, check these settings regularly to ensure they have not been amended or switched off.
- Viewing illegal images online can carry a penalty of time in prison.
- Curiosity is normal on the internet, but being exposed to unwanted and potentially illegal images is not acceptable.
- Child Abuse images reflect just that; abuse of children and as such, should always be reported.

General advice on how to deal with Cyberbullying

Due to the anonymous nature of digital communication, anyone with a mobile phone or internet connection can be the target of cyberbullying. Here are some general points to help deal with Cyberbullying:

- If you feel you are being bullied by email, text or online, do talk to someone you trust.
- Never send any bullying or threatening messages.
- Keep and save any bullying email, text or images.
- If you can make a note of the time and date bullying messages or images were sent and note any details about the sender.
- Use blocking software; you can block instant messages from certain people, “unfriend” people on social networking sites or use mail filters to block email.
- Do not reply to bullying or threatening messages or emails; this could make matters worse. It also lets the bullying people know that they have found a “live” number, email address or “active” social networking contact.
- Do not give out your personal details online; if you are in a chatroom, online game or IM session, watch what you say about where you live, the school you go to, your email address, your friends and family. All these things can help someone build up a picture about you.
- Do not forward abusive texts, email or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence.
- Do not ever give out passwords!
- Remember that sending abusive or threatening messages is against the law.
- Do report instances of cyberbullying you have seen or heard about, even if not directed at you. There is no such thing as an innocent bystander, if you have seen the posts, messages or images then you could be considered as part of it if you do not report it.

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Local Authority Contacts		
NADEL-National child line	116111; 0800123456	24h
Cyberbullying (“Pametno i bezbedno”)	198 33	7.30am – 3:30pm
National platform for prevention of peer-to-peer abuse	https://cuvamte.gov.rs/	
Child helpline international: find a child helpline	https://childhelplineinternational.org/	
Online sexual exploitation/grooming	prijavipedofiliju@mup.gov.rs vtk@mup.gov.rs	24h
Suicide prevention	011 7777 000	24h
Center Heart-suicide prevention	0800 300 303	5pm – 11pm
Psychosocial support for parents, students and teachers during COVID-19	0800 200 201	9am-2pm
Parental support (NADEL)	0800 007 000	4pm – 10pm
Victims of abuse	800 222 003	24h
SOS to report abuse in schools	0800 200 201	9am – 4pm
Serbian association of victims (VDS)	011 630-3022; 011 2288-040	9am - 4pm
Women’s center	0800-100-007	10am - 8pm
ASTRA-women trafficking	011 785-0000; 065 3347-817	24h
European number for missing children	116-000	24h
Incest trauma center	011 3441-737; 011 3861-332	24h

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Appendix 3: Incident/accident/concern form

Incident/Accident/Concern form

Name of students/adults present or involved	
Date and time of incident/accident/concern	
Location of the incident/accident/concern	

Description of the incident/accident/concern

Condition of the child following the incident/accident

Who was informed (class teacher/Head of School, school, counselor, parents)	
Report made by	
Date	

Follow up by class teacher

Investigation by class teacher

Intervention (detention, meeting with parents (describe outcomes of the meeting), verbal warning, referral to school counselor)	
Date and time of intervention	
Class teacher (print name)	

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Appendix 4: Safeguarding concern form

Safeguarding concern form

Please complete this form if you have a concern about a pupil and send it to the following email address safeguarding@chartwell.edu.rs

Pupil's name			Class teacher		Class	
Date of referral			Time of referral			
Body chart attached	Yes	No	Name of DSL/ADSL			
Have you already contacted parents about your concerns?				Yes	No	
Staff name						

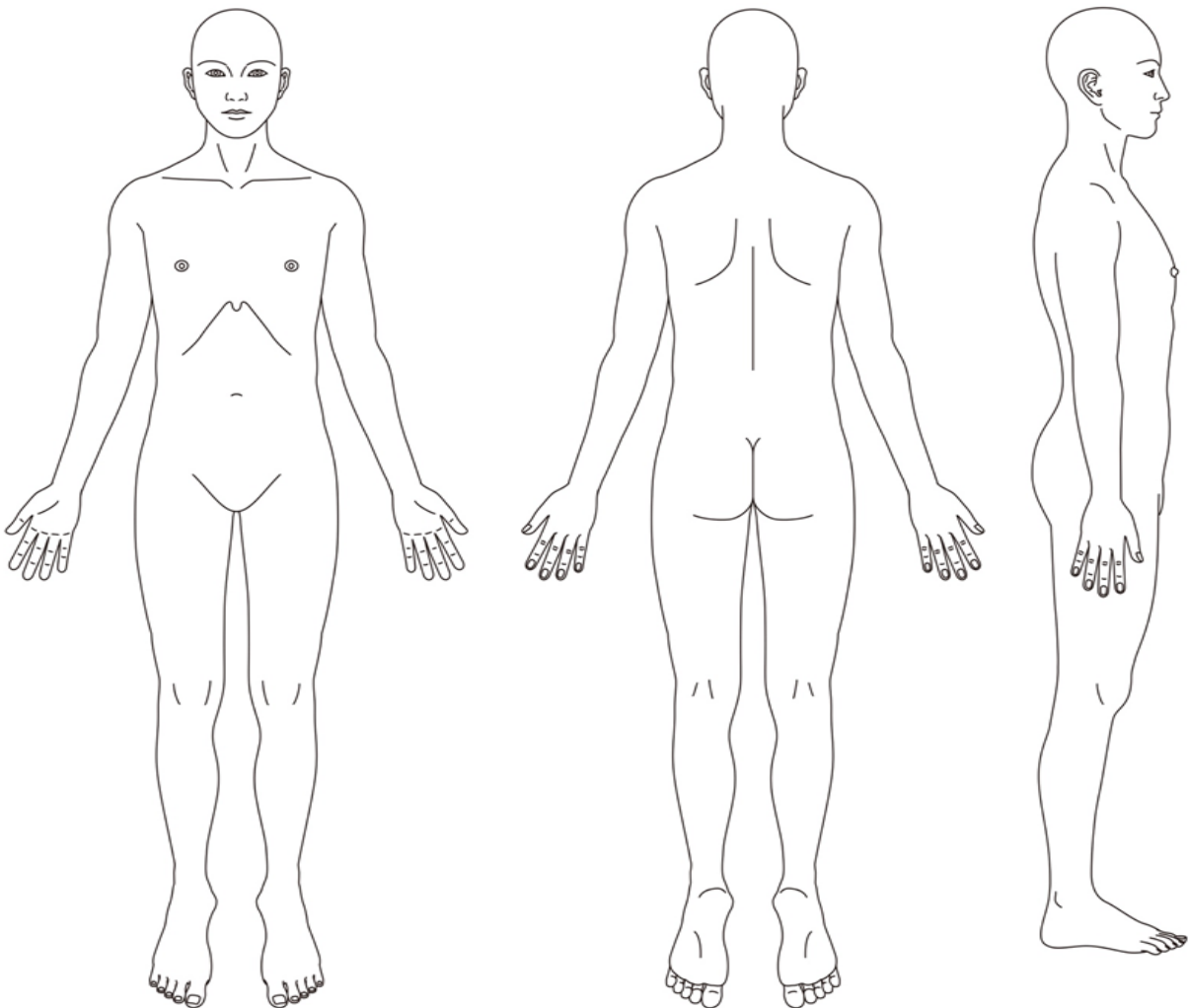
Reason for referral (check all that apply)			
<input type="checkbox"/> Anger management	<input type="checkbox"/> Honesty	<input type="checkbox"/> Mental health concern	<input type="checkbox"/> Self-esteem
<input type="checkbox"/> Bullying	<input type="checkbox"/> Health (family or self)	<input type="checkbox"/> Grief (Loss/Death)	<input type="checkbox"/> Personal hygiene
<input type="checkbox"/> Social skills/Friends	<input type="checkbox"/> Adjustment	<input type="checkbox"/> Uncooperative/ Defiant	<input type="checkbox"/> Theft/Vandalism
<input type="checkbox"/> Negative attitude	<input type="checkbox"/> Family Conflict	<input type="checkbox"/> Child protection concern (abuse, neglect, exploitation)	
<input type="checkbox"/> Withdrawn/Shy	<input type="checkbox"/> Attendance	<input type="checkbox"/> Issues with achievement	<input type="checkbox"/> Other: _____

Concern (provide as much detail as possible)

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This chart must be attached to the concern form. Clearly mark the location of your concern and label each concern with a number for referencing purposes.

Pupil's name	
Observations made by	
Signed	
Date	



Appendix 5: Student behaviour reflection sheet



Behaviour Reflection

Date and time: _____

Name of student(s) involved: _____

What was my behaviour? _____

What were the reasons for me behaving like this?

How did my behaviour affect others?

What could I have done differently?

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What's my plan to improve my behaviour? _____

Is there anything else I need to do?

What have I learnt?

Who was Informed (class teacher(s), Head of School, school counselor, parents):

Report made by: _____

Date: _____