

ANTI BULLYING STRATEGY

School Tier: Whole School

This policy applies to all pupils and staff at Worksop College and Ranby House, including children in EYFS and whether or not a pupil is in the care of the School when/if bullying behaviour occurs.

Related Policies: This policy should be read in conjunction with the following School policies:

Child Protection and Safeguarding Policy
Acceptable Use Policies (Staff and Pupil)
ICT Policy
Behaviour Policy
Discipline Policy
Taking and Storing images Policy
Behaviour Management Policy (EYFS)

1. Policy Aims

Through the operation of this policy we aim:

- To maintain and drive a positive culture of kindness and consideration among all pupils and staff throughout the School.
- To deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions.
- To ensure that pupils know how to report bullying and get help.
- To build confidence in those who are bullied to know they will be heard.
- To ensure that a victim blaming culture does not exist
- To build pupil/parental confidence in the school's ability to deal with bullying.
- To support those bullied by rebuilding their confidence and resilience
- To ensure that those who bully
 - i) know the anti-bullying stance taken by the School and
 - ii) know the School will hold them to account

Bullying behaviour is always unacceptable and will not be tolerated across the School because:

- It is harmful to the person who is bullied; to those who engage in bullying behaviour, and those who support them.
- It interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.

2. Informing Parents and Transparency

Copies of the School's anti-bullying policy can be viewed publicly on the School's website.

It is made clear in the Pupil Charter and this policy that the School will not tolerate bullying.

Parents are made aware of the procedures they may use if they are concerned about their child being bullied, or when s/he does not feel safe to learn.

When necessary, parents are made aware of how they may complement the school's programme of educating pupils about bullying, its prevention and the school's procedures for dealing with it.

Whenever a case of bullying is discovered the parents (or legal guardian) of both victim and bully would normally be informed either in writing or by personal contact.

3. Bullying Behaviour

Bullying can manifest itself in any area of school life; in the classroom, boarding house, on a games field or during the course of an extra-curricular activity.

Meaning: Any form of behaviour which causes physical, emotional or psychological distress to another is unacceptable. However, such conduct would only be described as bullying if it was part of a pattern of behaviour and, generally, it emerged over a protracted period of time. KCSIE 2026 and current anti-bullying guidance recognise that some single incidents can have a severe impact, particularly online abuse, sexual harassment, image-based abuse, hate incidents and AI-generated content. While bullying is often repeated, serious one-off incidents may be treated and recorded as bullying and safeguarding concerns.

Examples are:

- Physical bullying such as hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions.
- Verbal bullying – name-calling, taunting, teasing, insulting, demanding money or possessions, any remarks which take advantage of a pupil's race, religion, culture, sexuality, gender, special needs or disability, because the child is adopted or a carer.
- Exclusionary behaviour – intimidating, isolating or excluding a person from a group.
- Cyber bullying - using any electronic facility including the use of cyber in a way that upsets or intimidates others in the school.
- Child-on-child (including hazing). Incidents may constitute:
 - sexual harassment
 - sexual violence
 - harmful sexual behaviour
 - image-based abuse
 - coercive behaviour
 - serious violenceand will be managed under safeguarding procedures where appropriate.
- AI-related bullying, including the creation, sharing or threatening to share AI-generated, deepfake, manipulated or sexualised images, recordings or content intended to humiliate, coerce, intimidate or cause distress.
- Prejudice-based bullying including misogyny, sexism, racism, homophobia, biphobia, transphobia, disablism and religious discrimination.

- Pupils who are gender-questioning or exploring their identity are entitled to protection from bullying, harassment and discrimination and any concerns will be managed in accordance with safeguarding procedures and relevant school policies.

Legal Aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence for which there can be legal consequences outside the School.

4. Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Frequent visits to the Health Care Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying will, with the support of parents, be investigated by Teachers, Housemasters/mistresses and Senior Staff.

5. Prevention

Responsibility:

It is everyone's responsibility to ensure, whatever the circumstances, that no pupil becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because he/she is new in the School, appears to be uncertain or has no friends. He/she may also become a target because of an irrational decision by a bully. Bullying can be prejudiced based and discriminatory in nature.

The School aims, through its ethos, Behaviour policy, programme of Personal Health and Social Education, its commitment to EDI and its Pastoral System, to encourage pupils to understand what constitutes bullying.

The pupils have access to listeners, an independent listener, Wellbeing staff, medical staff, the Chaplain, tutors and Housemasters/mistresses or can be referred to the counsellor. Access to outside agencies such as NSPCC and ChildLine are advertised in boarding Houses and around the school.

The pupils have access to anonymous reporting boxes if they feel they cannot approach an adult in the school to report their concern.

We use appropriate assemblies and Chapel services to highlight the School stance on bullying and to encourage pupils to develop an awareness of their social and moral responsibilities.

Annually, we recognise 'Anti-Bullying Week' and use it to promote an awareness of bullying.

All staff and pupils are encouraged to be sensitive to the individual strengths and weaknesses of the other members of the community and to be aware that behaviour which might be acceptable to some may cause discomfort or upset to others.

Our expectation of all members of the School Community is that:

A pupil or a member of staff who witnesses or hears of an incident of bullying will report it.

A complaint of bullying will always be taken seriously.

No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

Pupils:

All new pupils are briefed on the School's expected standards of behaviour. Pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

To celebrate the effort and achievements of others.

To hold and promote positive attitudes.

To respect differences in others.

To feel able to share problems with staff.

To turn to anyone they trust, if they have a problem.

To understand that as bystanders they have a responsibility to challenge or to report incidents of bullying.

Not to feel guilty about airing complaints.

Staff:

All new members of staff are given guidance on the School's anti-bullying policy and are required to read the policy as part of their staff induction. Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur, especially before lessons and between lessons; at break times around the school; in Changing Rooms; in the queue for the Dining Room and in the Dining Room itself; in boarding houses, particularly in Common Rooms and dormitories; on school transport, where applicable, and on school outings and trips.

They are encouraged to be alert to inappropriate language or behaviour and to set an example in the manner in which they relate to each other and to pupils.

Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

Celebrating achievement.
Anticipating problems and providing support.
Disciplining sensibly and fairly.
Making opportunities to listen to pupils.
Acting as advocates of pupils.

The School Chaplain will give support and guidance to all pupils. This may be at a time of family break-up, sickness or bereavement or general difficulty at school/home. Within the school guidelines about confidentiality, the Chaplain will provide advice and seek to encourage the development of tolerance, understanding and respect for others in a community which accepts pupils of all faiths and no faith.

Bullying can manifest itself in any area of school life; in the classroom, on a games field or during the course of an extra-curricular activity. All members of staff play an active role in dealing with instances of unacceptable behaviour and passing onto Housemasters /Housemistresses, form tutors or a member of the SLT any concerns they may have that a pupil might be the victim of bullying. Pupils are also encouraged to express any concerns they have either about themselves or about other pupils to a member of staff, a peer mentor, a senior pupil or to any other member of the pastoral network of the school (including the independent listener).

The governors are informed of bullying occurrences at the schools through the termly safeguarding reports.

6. Pastoral Network

At Ranby House the EYFS pastoral system is class based. From Years 1 to 6 the pastoral system is predominantly class based with the support of a House system. At Worksop College the pastoral system is predominantly House based. All class teachers, Boarding Staff and House Leaders get to know the pupils extremely well and will usually be quick to spot whether any pupil is unhappy.

Where there are concerns about an individual pupil the situation will be monitored for as long as necessary to establish whether there is a problem or indeed to resolve a problem if there is one. Action may include:

- 6.1 sharing information with some or all colleagues and with pupils in the house so that they may be alerted to the need to monitor certain pupils closely. Any pupil who is bullied or observes others being bullied is encouraged to report without fear of retribution or feelings of guilt.
- 6.2 ongoing counselling and support.
- 6.3 vigilance.
- 6.4 reviewing vulnerable individuals and areas of the school.
- 6.5 regular and on-going training as a whole school staff, but also individually and with pupils (Peer Listeners, Prefects/Captains, pupils).

Working to support the pastoral system are the Chaplain, Health Care Centre nurses, Willow Hub staff, Assistant/ Deputy Heads, Head of Pre-Prep and Head of Ranby House and Headmistress and the Pupil Welfare Committee.

At Worksop College the Prefects/Captains at school and house level provide valuable peer group support and are expected to behave as role models in their behaviour towards each other and all pupils.

We operate a peer listening scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.

We provide leadership training to the Captains of School and their team of Prefects and House Captains which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.

Whilst respecting off-site time and every family's own standard, we work alongside parents to ensure the well-being of pupils. With this in mind, we reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.

In accordance with the Children Act, pupils may contact other people who are not involved in the day-to-day running of the College, such as:

School Listeners/counsellors/wellbeing therapists	01909 537 138
Contact the Willow Hub using the QR code, or the HCC,	01283840120
Reverend Justin White (Provost)	0800 1111
Childline	116 123
The Samaritans	07748 653640
Father Nicholas Spicer (Senior School Independent Listener)	0800 528 0731
The Children's Commissioner	
This information is published in the School's Pupil Charter	

Relevant contact details are displayed around Ranby House and, at the Senior school, in all boarding houses and the Health Care Centre.

7. Procedures for dealing with incidents of bullying

Bullying issues, as and when appropriate, may be discussed in meetings between:

- Members of the Senior Leadership Team.
- The Head, Deputy Heads and the School
- Staff: at whole staff meetings as well as at meetings with individuals such as Form Teachers, Heads of Department and Housemasters/mistresses, Pupil Welfare Meetings.
- School Staff and staff at the Health Care Centre.
- Members of the boarding staff.

The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

If an incident of bullying is reported, the following procedures are adopted at **Worksop College**:

- 7.1 The member of staff to whom a suspected incident is reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. The member of staff receiving the allegation should establish the level of anxiety by:
 - hearing accounts separately first
 - establishing facts

- assessing vulnerability
- considering power imbalances
- avoiding potentially distressing restorative approaches before investigation

If the level of anxiety is low, then staff should restore cordiality through verbal communication with the complainant and the accused. It is advantageous to bring the students together at that point. If an allegation is made by a parent then the member of staff should make it clear that the best way for the matter to be resolved is for staff to speak with the pupil in question and establish the level of anxiety.

- 7.2 He/she will inform an appropriate member of the pastoral team as soon as possible, normally the pupil's Housemaster/mistress or the Form Tutor (Ranby House).
- 7.3 If the level of anxiety is significant, the person who has suffered suspected bullying will be interviewed on his/her own and asked to write an account of events.
- 7.4 The suspected bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. This is usually conducted by the Housemaster/mistress
- 7.5 The incident will be recorded.
- 7.6 Records of incidents will be logged on iSAMS Wellbeing module, in order that the College can monitor patterns of behaviour, place or times and to monitor the College response. At Ranby House all incidents are recorded electronically on iSAMS relating to all pupils involved and are monitored by Form Teachers, House Leaders and the Deputy Head.
- 7.7 All cases will be investigated fully and, if necessary, parents contacted and/or external agencies consulted for advice or action. Contact numbers for external agencies are detailed in the Worksop College Safeguarding policy.
- 7.8 If bullying is reported through the anonymous online system, efforts will be made to follow up concerns as far is practicable.
- 7.9 Where AI-generated content, deepfake material, manipulated imagery or image-based abuse is identified, staff must inform the DSL immediately and follow safeguarding procedure

If an incident of bullying is reported, the following procedures are adopted at **Ranby House**:

- 7.9 The member of staff to whom a suspected incident is reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- 7.10 He/she will inform teaching staff and discuss the matter with the pupil's class teacher, head of house and deputy head. A lead 'go to' member of teaching staff will take responsibility for the matter.
- 7.11 The 'victim' will be interviewed by the lead staff to ascertain the bullying incidents (occurrences, type, to identify when, why, what has happened) and to agree a course of future actions.
- 7.12 The lead staff will ensure all further occurrences are logged on iSAMS and will monitor the situation closely.
- 7.13 The perpetrator will be spoken to about their actions and resolutions will be offered. How this is carried out will follow professional judgement and respecting the wishes of the victim. Parents will be informed.
- 7.14 If any further incidents are recorded after initial intervention the matter is escalated to the SLT and sanctions will be applied.

8. Sanctions

The School takes all instances of bullying extremely seriously. Any pupil who is found to be bullying another will be seen by either the Head, Assistant Head Pastoral, Deputy Heads, or Head of Pre-Prep and the severity of the punishment imposed will reflect the School's stance on bullying and in accordance with the relevant Disciplinary and Behaviour Policies. Sanctions may range from discussions with those involved and ongoing monitoring, ultimately to possible exclusion for protracted or severe cases of bullying.

9. Monitoring

The position should be monitored for as long as necessary thereafter. Action may include:

Sharing information with some or all staff, and with pupils as appropriate, so that they may be alert to the need to monitor certain pupils closely.

Ongoing counselling and support.

Reviewing vulnerable individuals, areas of the School and relevant procedures.

Discussion with "the bully": it is recognised that the best ways to deal with a bully are to talk through the incident in order to make the bully aware of the consequences and effects of his/her actions.

10. Training

The School undertakes to provide and encourage ongoing pastoral training for all pupils and staff.

References:

Legal Framework:

- A. Education and Inspections Act 2006
- B. Human Rights Act 1998
- C. The Education (Independent School Standards)(England) Regulations 2010 as subsequently amended (SI2003/1910)
- D. Special Education Needs and Disability Act 2001
- E. Anti-Discrimination Legislation
- F. The Equality Act (2010)

General Guidance:

Child Line 08001111

NSPCC 0800 800 5000

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

The Advisory Centre for Education

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.

Anti-Bullying Campaign

185, Tower Bridge Road, London SE1 2UF
Tel: 02073781446 -
<http://www.bullyonline.org/schoolbully/links.htm>

National Bullying Helpline
Tel: 0845 2255 787
<https://www.nationalbullyinghelpline.co.uk/contact.html>

Kidscape
2 Grosvenor Gardens, London
Tel: 02077303300
<http://www.kidscape.org.uk/>

Parentline Plus
520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London.
Tel: 08088002222
<http://familylives.org.uk/>

Department for Education (DfE)
<http://www.gov.uk/government/organisation/departments/departments-for-education/>

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

USEFUL READING

Bullying; Wise Guide, Michele Elliott
Don't Pick on Me; How to Handle Bullying, Rosemary Stone
Your Child and Bullying, J Alexander
101 ways to deal with bullying, Michele Elliott
Keeping Safe, Kidscape
Helping children cope with bullying, S Lawson
Bullying and how to fight it, A Mellor
The bullying problem; how to deal with difficult children, A Train

Appendix: Cyberbullying – Preventative Measures

(please also refer to the WSNL ICT Policy section G: E-safety)

- This should be read in conjunction with the WSNL ICT policy, the Acceptable Use Policies and the Taking, Storing and Using Images Policy which detail fully the management of pupils' access to and appropriate use of all forms of electronic information and communication.
- Systems for managing electronic information and communication are constantly evolving. With this in mind we expect pupils and parents to accept that the value of cyber/electronic 'advance' cannot damage the spirit of our anti-bullying policy, even if the letter of it falls short.

Cyberbullying

- Cyberbullying is the use of technology, digital platforms or electronic communication to deliberately upset, intimidate, threaten, humiliate, harass or harm another person.

Cyberbullying may occur through social media, messaging services, gaming platforms, email, websites, artificial intelligence (AI) applications or any other online communication tool.

- Cyberbullying may include, but is not limited to:
- Sending threatening, intimidating or abusive messages.
- Sharing embarrassing, malicious or inappropriate images, videos or personal information.
- Excluding individuals from online groups or activities.
- Impersonating another person online.
- Deliberately spreading rumours or false information.
- Recording and sharing incidents of bullying or assault.
- Online harassment based on protected characteristics.
- The creation, sharing or distribution of manipulated, AI-generated or "deepfake" images, videos or audio intended to humiliate, deceive or harm others.
- The use of AI tools, including image-generation or nudification applications, to create abusive, harmful or sexually explicit content.
- The misuse of AI chatbots, virtual companions or other AI-assisted technologies to harass, manipulate, intimidate, groom, impersonate or exploit others.
- The school recognises that cyberbullying can occur at any time and in any location and may have a significant impact on a child's emotional wellbeing, mental health, safety and educational experience. Incidents occurring outside school will be addressed where they affect the welfare of pupils, relationships within the school community, or the orderly running of the school.
- All reports of cyberbullying will be taken seriously and investigated promptly. Staff receiving a report will:
 - Listen to and support the child.
 - Preserve evidence where appropriate, including screenshots, messages, images or URLs.
 - Report concerns in line with the school's safeguarding and child protection procedures.
 - Consider whether the behaviour constitutes child-on-child abuse, harassment, discrimination, harmful sexual behaviour, sexual harassment, sexual violence, image-based abuse or any criminal offence.
 - Liaise with parents/carers where appropriate.
 - Refer to external agencies, including Children's Social Care or the Police, where there is significant harm, risk of harm or potential criminal activity.
- Where cyberbullying involves the sharing of nude or semi-nude images, AI-generated sexualised imagery, deepfake content, coercion, exploitation or any other safeguarding concern, staff will respond in accordance with the school's child protection procedures and relevant statutory guidance.
- The school will educate pupils about responsible online behaviour, digital citizenship, respectful relationships, privacy, consent, media literacy and the risks associated with social media, online communication and emerging technologies, including artificial intelligence.
- The school will maintain effective filtering and monitoring systems and will review their effectiveness at least annually, with oversight from senior leaders and governors as part of the school's wider safeguarding arrangements
- In addition to the preventative measures described above, the School;
 - i Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use, particularly in relation to 'bullying' language.
 - ii May impose sanctions in response to the misuse, or attempted misuse of the internet.

- iii Issues all pupils with their own personal school email address.
- iv Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from “buddy” lists, assemblies, chapel services and through additional E-safety training.
- v Does not permit mobile phones to be used by pupils in y7-Fifth Form and only in Sixth Form designated areas for members of the Sixth Form. At Ranby House all electronic devices are handed in to the School Office on arrival.
- vi Does not permit the use of cameras and cameras on multi-media devices in washing and changing areas, or in the bedrooms of boarding houses.
- vii Offers opportunities for parents to attend information courses and encourages dialogue between staff and parents in relation to any issues regarding bullying.
- viii Records all reported incidents and investigates them. Reported incidents are always monitored. Records of incidents are kept securely and in a manner that patterns of behaviour can be identified and monitored.
- ix Our strong pastoral team are alert to possible signs of bullying and offer advice and support to other staff handling and reporting incidents.
- xi Computers, tablets and internet access mobile phones are to be utilised in Houses according to all the above named related policies. HsMs and boarding tutors are aware of the need to note pupil usage both in terms of timing and sites accessed. Where necessary privilege to utilise such devices may be removed for a period of time.

Responding to cyber bullying

Most cases of cyberbullying will be dealt with through the school's existing Anti-Bullying Policy and this must remain the framework within 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 nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- intent: some students may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence

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. 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 our Safeguarding and Child Protection Policy.
- Members of staff should contact the HSM for the purposes of investigation
- All cases (with the exception of Child Protection issues) will be referred to the appropriate HsM and logged by the Deputy Head (Pastoral)
- Interviews will be held in accordance with the Anti Bullying Policy.
- Staff and students 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 where appropriate
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact the DSL, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content.
- Identify the bully.
- Any allegations against staff should be handled as other allegations following guidance in Keeping Children Safe in Education
- Confiscate device(s) if appropriate

Working with the bully and applying sanctions

Sanctions will be applied by the HSM or Deputy Head (Pastoral) 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 student deletes files
- The school has a duty to protect all its members and provide a safe, healthy environment
- School staff may request a student to reveal a message or other phone content and may confiscate a phone; please refer to the Searching and Screening Policy for further guidance.
- If they consider that a mobile phone may contain evidence of bullying or a crime or the potential of a crime they may investigate the specific contents relating to that act; please refer to the Searching and Screening Policy for further guidance.
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997. For further references, please refer to the Anti Bullying Policy and the Safeguarding and Child Protection Policy.

Pupils and parents should use platform reporting mechanisms and seek support from service providers, the Police and safeguarding agencies where appropriate

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. The user can also set their profile to "Private", so that only those authorised by the user are able to access and see their profile. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways.

The Law:

Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully.

Relevant criminal offences 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). The Child Exploitation and Online Protection Centre (CEOP) deals with child sexual exploitation, and it is possible to report directly to them online at <https://www.ceop.police.uk/safety-centre/>.

Cyberbullying itself is not illegal but harassment or threatening behaviour is. It can be against the law for someone to threaten to share a nude or sexual photo or video without an individual's permission, even if they shared it with them themselves. Some bullying is classed as a hate crime if someone is trying to cause harm based on race, religion, gender, sexual identity or because they have a disability.

Technological:

Websites

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

www.saferinternet.org.uk

www.childnet.com

www.cyberangels.org

www.antibullyingalliance.org.uk

www.bullying.co.uk

www.childline.org.uk

www.diana-award.org.uk

www.internetmatters.org

www.kidscape.org.uk

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

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

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

(The use of social media for online radicalisation)

“Cyberbullying” A briefing note on the ISBA web site by Farrer & Co

Appendix: Anti-Sexual Bullying

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)
- 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, 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.

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 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

All 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 student 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 student health and safety and bullying”.

Worksop College and Ranby House 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.

Worksop College recognises that the most effective anti-bullying initiatives are those that form part of a whole school strategy using PSHE, RSE, academic and pastoral curricula, assemblies etc. to drive positive cultures. 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, students, 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 School's Anti-Bullying Policy.

