

WINCHESTER COLLEGE

CHILD PROTECTION/SAFEGUARDING POLICY, COUNTERING BULLYING POLICY AND CYBERBULLYING POLICY

This policy must be read in conjunction with the School's Missing Boy Procedure Policy and Whistle Blowing Policy

1. Key Points

- Winchester College is dedicated to safeguarding and promoting the welfare of its boarding and day boys, regardless of age, ability, race, culture, religion, sexuality or class.
- It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring the safety and promoting the welfare of the children in the School's care.
- It is the duty of the IT staff to ensure that Internet access and electronic communication is as safe as possible.
- All members of staff are expected to be aware of and follow the Child Protection/Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality. Each member of staff is issued with guidelines (Annexe 2), has training during induction and receives refresher training at least once every three years. Senior boys also receive guidelines on Child Protection/Safeguarding procedures as part of Co.Prae. induction (Annexe 2).
- Members of the School do not investigate serious allegations of Child abuse themselves. As required, serious allegations will be reported to Children and Young People's Services and, if necessary, the Police. When a serious allegation is made against a member of staff then the School will report it and any findings following investigation, to the Secretary of State for Education at the Department for Education, even if the School has ceased to use that person's services.
- Under the Headmaster's authority, the following persons have specific responsibility for Child Protection matters at the School:

Mrs Emma Macey (Child Protection Officer)

Mr Michael St John Parker (Governing Body)

See Annexe 1 for a description of their roles.

- Child Protection/Safeguarding is integrated into the School ethos. The School operates Safe Recruitment procedures (Annexe 3) and has a Countering-Bullying Policy (Annexe 4) and Cyberbullying Policy (Annexe 4a).

2. Duty to Report

Any member of staff who either knows of, is told of, or strongly suspects any incident of physical or sexual child abuse occurring in the School, or to a boy of the School at home or outside the School must report the information the same day to the Child Protection Officer,

unless it involves an allegation against a member of staff in which case it should be reported directly to the Headmaster or, in his absence, to the Governor with specific responsibility for Child Protection, Mr St John Parker.

In the absence of the Child Protection Officer, the immediate report should be made to the Second Master. If the allegation or suspicion is about the Headmaster, the report should be made either to the Governor with specific responsibility for Child Protection or to the Local Area Designated Officer (LADO) (Children and Young People's Services).

Child abuse to be reported includes abuse of a boy by a staff member or other adult, abuse at home which a boy reports to staff, abuse by a stranger outside School, and abuse of one boy by another boy. In the case of abuse by a boy, or group of boys, the key issues identifying the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation' which would be anticipated to be within normal bounds in the School community) are:

- the frequency, nature and severity of the incident(s);
- the ages and relative ages of the boys involved;
- whether the victim was coerced by physical force, fear or by a boy or group of boys significantly older than him, or having power or authority over him;
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

3. The School's duty to report to external Child Protection/Safeguarding bodies.

The School has a duty to refer information to the Independent Safeguarding Authority (ISA) if it is clear that a person has harmed, or poses a risk of harm, to a child or vulnerable adult. The School will report any individual who is barred from working with children who has tried to work in any capacity at the School. The School also agrees to supply information about individuals to the ISA as and when requested to do so.

The School also has a duty to refer information to Children and Young People's Service if it is believed or suspected that a child is suffering or is likely to suffer Significant Harm. Any such referral must be made as soon as possible when any concern of Significant Harm becomes known – the greater the level of perceived risk, the more urgent the action should be. The suspicion or allegation may be based on information which comes from different sources. It may relate to a single incident or an accumulation of lower level concerns. When in doubt, concerns must be shared.

Investigations into Child Abuse are always externally managed. Members of the School do not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by members of staff beyond the point at which it is clear that there is an allegation of abuse. The interviewing of children and adults involved will be carried out by specially trained staff only, following procedures in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.

4. 'Low Level' Concerns

Where the School has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Headmaster or Child Protection Officer member should discuss these with the Local Authority Designated Officer (LADO) as appropriate.

Where low level concerns have been raised but not evidenced then the School may deem it appropriate to conduct an initial investigation to clarify its course of action. Where there is found to be evidence of concerns then the School will report its findings to Children and Young People's Service.

Where low level concerns relate to staff conduct or behaviour, but do not amount to potential abuse, then the School may choose to take appropriate disciplinary action. The School should consider taking, and as necessary should take, disciplinary action against any member of staff or agent of the School, where it believes boys are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. Disciplinary proceedings and grounds for concern over boys' welfare may be based on 'balance of probability', rather than 'beyond reasonable doubt'. In cases where a member of staff resigns following an allegation, the investigation should still be concluded and any findings reported to the ISA.

The School acknowledges that its policy will inevitably lead to some investigations being triggered which do not substantiate the allegation made, as well as those that do. It is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of instances of real abuse.

5. When an allegation of physical or sexual abuse is made

Any staff member to whom an allegation of physical or sexual abuse is made should:

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the boy or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do **not** ask questions like 'Did s/he do x to you?', using instead a minimum number of questions of the 'Tell me what has happened' type).
- Stop asking any more questions as soon as the boy or adult has disclosed that he believes that something abusive has happened to him, or to someone else.
- Tell the informing boy or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker, and that worker may need to involve the police).
- Ask the informing boy or adult what steps they would like to be taken to protect them now that they have made an allegation, and assure them that the School will try to follow their wishes.
- Refer the matter the same day, with all relevant details, to the Child Protection Officer, the Headmaster or the Governor with specific responsibility for Child Protection, as above. (If this cannot be done, the staff member him/herself should contact the Social Services Local Area Designated Officer as below).

- Make a handwritten record as soon as possible of what they have been told, using the child's words as far as possible, and make a copy of this available to the Child Protection Officer or Headmaster.

6. When an allegation is passed on

On receiving an allegation of physical or sexual abuse, the Child Protection Officer, the Headmaster or the Governor with specific responsibility for Child Protection, should:

- Take any steps needed to protect any boy involved from risk of immediate harm. (This may involve allocating an appropriate member of staff, as far as possible a person chosen by the boy himself to stay with him. Similarly an inspector receiving an allegation of abuse at the School may stay with the boy concerned until suitable arrangements for his protection are made.)
- Not interview or investigate the allegation further, but refer the matter the same day to the Local Authority Designated Officer (LADO). He should speak personally to the LADO and not rely on leaving a message.
- Consult the LADO (or officer deputising for him) and follow his/her advice about contacting parents, other staff, police, doctor or alleged perpetrator or witnesses direct. Agree with the LADO (or officer deputising) any necessary next steps in relation to:
 - ♦ Informing a boy's parents (there are circumstances where it would be inappropriate to inform parents immediately when an allegation has been made)
 - ♦ Medical examination or treatment for the boy (again, there are circumstances where medical evidence will be needed)
 - ♦ Immediate protection that may be needed for a boy who has been the victim of abuse, a boy who has given information about abuse, and a boy against whom an allegation has been made (each of these may now be at risk)
 - ♦ Informing other appropriate people at the School (including any other members of staff) of the allegation and its investigation. (Care should be taken at this stage, as knowledge of an allegation or impending investigation can lead to a serious risk of the alleged perpetrator 'covering up' evidence that may be sought by police or putting pressure on others to remain silent).
 - ♦ (Contacting the LADO will initiate an independent investigation if this proves to be necessary, and the LADO will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of the agencies who may need to be involved, together with the School).
- Inform the boy or adult who made the initial allegation of what the next steps are to be, having agreed these with the LADO. (It may be helpful for the call to the LADO to be made while the boy or adult is waiting, so that he can be told the likely next steps immediately after the call. If this is not possible the boy or adult should be told the next step as soon as possible after the call).
- Inform the Headmaster (unless he is the subject of any of the allegations or suspicions) of the allegation and the action taken as above, and agree necessary further action in line with these standards.
- The Headmaster makes the decision whether to suspend from duty, pending investigation, any staff member who is alleged to have abused a boy or boys. (The decision to suspend should be based on firm grounds such as the accused could

impede an investigation, there is a continued threat of harm or the allegations are so serious that they are likely to be grounds for dismissal.)

- Take any necessary steps for the longer term protection and support of each boy who has made allegations of abuse, or is alleged to have suffered from abuse, taking his wishes fully into account. (This may involve the boy's receiving continuing support and protection from a staff member chosen by him, or changing boarding accommodation, or returning to his parents temporarily.)
- Take any necessary steps to protect and support a boy who is alleged to have abused another. (The allegation may not later be substantiated, but even if it is, the School continues to have a statutory welfare responsibility towards this boy while he is at the School). Ensure that any boy being interviewed by the police has available a supportive member of staff of his own choice to accompany him if this becomes necessary.
- Notify the LADO of the action taken, as soon as possible.
- Notify the Department for Education of any allegation against a member of staff that is being investigated by the Children and Young People's Services and/or police.
- Ensure co-operation and information sharing by and with the School in any subsequent investigation by the Children and Young People's Services or police.
- Make arrangements where feasible for any boy who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his parents where appropriate.

7. Confidentiality

- Adults at the School should never give absolute guarantees of confidentiality to boys or adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that they will take whatever steps they can to protect the informing boy or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

ANNEXE 1

People with specific responsibility for Child Protection and their roles

The Child Protection Officer is responsible for:

Procedure

- Holding and being conversant with current local and national child protection procedures and inter-agency working.
- Keeping up to date through training. It is a requirement that this takes place at least every two years.
- Reviewing and updating the School's Child Protection/Safeguarding Policy. Any deficiencies or weaknesses in the Child Protection/Safeguarding policy and procedures must be remedied without delay.
- Liaison over Child Protection/Safeguarding matters with the local Children and Young People's Service.

Raising Awareness

- Briefing and guiding teaching and non-teaching staff and senior boys on Child Protection/Safeguarding matters. This includes the briefing of new staff as part of their induction after arrival at the School. Staff must receive Child Protection/Safeguarding training at least every three years. Part-time and voluntary staff who work with children are to be made aware of the arrangements for Child Protection/Safeguarding and their responsibilities.
- Maintaining an up to date Child Protection/Safeguarding Policy in the Dons' Handbook.
- Keeping close contact and maintaining Child Protection/Safeguarding awareness with all involved in the School's pastoral care system (School Doctors, Medical Centre Team, Matrons, Counsellor, Chaplains, Housemasters and their tutorial teams, Independent Listeners).
- Ensuring that the Child Protection/Safeguarding procedures are followed within the School, that each member of staff has access to the procedures and an understanding of them.
- The Child Protection/Safeguarding Policy and procedures are available to parents of boys in the School and are placed on the School website.

Referrals

- Receiving reports of alleged or suspected child abuse within the School, or reported by a boy relating to incidents at home or outside the School, contacting the Children and Young People's Services, as appropriate, and taking other action in response.

Record Keeping

- Keeping records (including regular contact with the Housemasters).
- Passing on information to a new establishment when a child leaves the School.
- Liaising with the Designated Governor.
- Keeping up to date through training at least every two years.
- Liaising with HR.

The Governor with specific responsibility for Child Protection matters is responsible for:

- Meeting with the Child Protection Officer regularly (once a term) to discuss matters of mutual interest and to be briefed accordingly.
- Undertaking an annual review of the effectiveness of the School's Child Protection/Safeguarding Policy and procedures (in conjunction with the Child Protection Officer).
- Keeping up to date through training at least every two years.

ANNEXE 2

Guidelines

- The School issues guidelines to all staff on the prevention of abuse covering:
- Staff supervision of high risk situations.
- Avoidance of inappropriate physical contact between staff and boys.
- Avoidance of inappropriately spending time alone with individual boys.
- The need for all staff to be vigilant in spotting and reporting clear suspicions that abuse may be occurring.

WINCHESTER COLLEGE CHILD PROTECTION/SAFEGUARDING POLICY

Information Sheet for Teaching Staff and Matrons

All teaching staff and matrons should be aware of the basic procedures to be followed should a situation arise in which an Winchester College boy wished to confide in them. Please read the following carefully.

The Four Categories of Significant Harm

- ♦ **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- ♦ **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- ♦ **Sexual Abuse** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- ♦ **Emotional Abuse** - Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

What to do when a boy wants to tell you about something that has happened

- ♦ Listen very carefully.
- ♦ Do not promise confidentiality.
- ♦ Ask 'open' questions like 'tell me what has happened,' and avoid any leading questions like 'did s/he do *!?!*! to you?'
- ♦ Make written notes as soon as possible, quoting the child's words and noting anything that you have said.
- ♦ Do not take it upon yourself to *investigate* what the boy has told you.
- ♦ Do not tell the person about whom the boy has complained.

If you think that a child is at risk contact the Child Protection Officer immediately.

Mrs Emma Macey
ecm@wincoll.ac.uk
Tel: 07583446687 (h)

Possible Indicators of Abuse - General Signs

- ♦ Changes in normal behaviour/attitude.
- ♦ Social withdrawal.
- ♦ Restlessness and aimlessness.
- ♦ Sleeping and eating disturbance.
- ♦ Unexplained change in work ethos.
- ♦ Recurrent stomach/headaches.
- ♦ Any unexplained bruising.
- ♦ Self-harming.

(This is not a definitive list but may be of use when there are concerns).

Writing a report on what you have been told

- ♦ Note the date, time, and your name.
- ♦ Note the who/what/where/when of the accusation.
- ♦ Quote the child's words as far as possible.
- ♦ Note your own opinion if it is relevant, preferably with justification.
- ♦ Reflect on why you have logged the incident.
- ♦ Hand the report to the Child Protection Officers.

January 2012

WINCHESTER COLLEGE CHILD PROTECTION/SAFEGUARDING POLICY

Information Sheet for Senior Boys

Senior boys in the School should be aware of the basic procedures to be followed should a situation arise in which another Winchester College boy wished to confide in them. Please read the following carefully.

The Four Categories of Significant Harm

- ♦ **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- ♦ **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- ♦ **Sexual Abuse** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- ♦ **Emotional Abuse** - Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

What to do when a boy wants to tell you about something that has happened

- ♦ Listen very carefully.
- ♦ Do not promise confidentiality.
- ♦ Ask 'open' questions like 'tell me what has happened,' and avoid any leading questions like 'did s/he do *!?!*! to you?'
- ♦ Make written notes as soon as possible, quoting the child's words as far as possible and noting anything that you have said.
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- ♦ Hand the report to one of the Child Protection Officers.

January 2012

WINCHESTER COLLEGE CHILD PROTECTION/SAFEGUARDING POLICY

Information Sheet for Non-Teaching Staff

Everyone working for the School should be aware of basic procedures to be followed should a situation arise in which a Winchester College boy wished to confide in an adult working for the School. It does not always follow that in these circumstances a child would necessarily choose to speak to a member of the teaching staff. Please read the following carefully.

The Four Categories of Significant Harm

- ♦ **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- ♦ **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
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January 2012

ANNEXE 3

RECRUITMENT

Refer to the School's Recruitment Policy and Procedures.

ANNEXE 4

COUNTERING BULLYING POLICY

This policy must be read in conjunction with the School's Cyberbullying and Equality and Diversity Policies.

Winchester College aims to be a caring community where individual and collective responsibilities are paramount. We aim to create a culture and environment where boys and staff are treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital/parental status, political belief and social/economic group.

We aim to be a community that is truly inclusive; that understands, appreciates and values the equality and diversity of each individual and creates an environment that makes people feel valued and able to participate and achieve their full potential. In this context bullying will not be tolerated. It is everyone's responsibility to prevent it happening and with this in mind this Countering-Bullying Policy Document lays down certain guidelines.

Definition of Bullying:

Bullying is defined as any behaviour - spoken, psychological, electronic or physical - directed towards another which prevents him from living at ease with other members of the School. For example it can be:-

- Name calling.
- Making fun of someone in an unpleasant way.
- Stealing, breaking or hiding someone's possessions.
- Storing or sending inappropriate material or messages electronically (defined as cyberbullying and including social websites, mobile 'phones, text messages, photographs and email).
- Pushing or hitting someone.
- Frightening someone into doing things they do not want to do.
- Intimidation to prevent someone doing something they want.
- Excluding another from a game, conversation or information, knowing that it will cause that person distress.

It is not Bullying, for example when:

- Two people have the occasional dispute.
- Senior boys are given responsibilities to supervise others, carrying out daily routines to ensure the smooth running of House and School.
- When senior boys administer accepted sanctions fairly, openly and appropriately.

Bullying can occur between:

- Staff to staff.
- Staff to boy.
- Boy to boy.
- Boy to staff.

Bullying behaviour is demeaning and frightening and can cause psychological damage and even suicide. At Winchester we aim to provide a safe and stimulating environment, including within the electronic network, in which every boy can reach his full potential in all areas. The essence of this experience is that each person will gain self-esteem and be uniquely valued by others. We, as a staff, have a responsibility to help both the bully and the victim.

THE LONG TERM PREVENTION OF BULLYING

We are Pro-active and Aim to Provide:

- Positive role models as staff in terms of communication and respect for each other.
- An atmosphere which builds positive self-images among boys and commends appropriate behaviour in all areas.
- One-to-one contact with personal tutors for every boy on a regular basis.
- Reassurance that all senior boys with some responsibility for younger boys are sensitively prepared for this role and receive regular support.
- INSET days for staff on how to react to and deal with instances of bullying or possible bullying.
- Proper Internet security, filtering and ICT education.
- A structured PSHE programme within the curriculum Tutorial Time which aims at developing personal and inter-personal skills and deals specifically with the issue of bullying.

HOW WILL BULLYING BE MONITORED?

Bullying will be monitored in School through:

- Staff vigilance and good boy/staff and good boy/tutor relationships.
- Making bullying an item on the agenda of all Pastoral Care Committee Meetings at which, if necessary, any bullies or boys at risk are discussed.
- PSHE discussions.
- Awareness raising and surveys amongst boys and staff.

WHAT HAPPENS IF BULLYING OCCURS?

The School will react firmly and promptly where bullying is identified. There is a range of follow-up steps available to the staff depending on the perceived seriousness of the situation.

Some of these steps include:-

- Discussion with staff and boys.
- Withdrawal of privileges.
- Referral to senior staff.
- Letter home to parents.
- A record of the incident on file.
- A good behaviour contract.
- Suspension from the School.
- Expulsion from the School.

THE 'MEDIATION' APPROACH

There is no quick or easy way to change the ways of children who use bullying tactics. Educating and raising awareness are key to success: Talking to bullies, getting them to see that their behaviour is upsetting to others and getting them to suggest better ways of behaving are often more effective than punishing and reduce the likelihood of the 'revenge' factor. Punishment, however, should be used where appropriate, as part of the wider strategy if mediation has failed and ultimately, bullies who do not mend their ways will be asked to leave the School.

WHAT CAN WHAT CAN ALL MEMBERS OF STAFF DO?

- Always be alert wherever you are on the School site or outside School with boys.
- Reinforce good practice in electronic communication at all times.
- Respond immediately, swiftly and unambiguously to individual incidents of bullying and inform relevant Tutors and Housemasters or Housemistresses who will provide support, investigate and mediate/invoke the disciplinary process as appropriate.
- Use the House pastoral network to raise awareness and identify ways of reducing the risk of bullying at times and in places where it is most likely.
- Support and protect children who are being bullied and help them develop positive strategies and assertion. They need a balance between protection and empowerment. Keep a special watch on those involved.
- Help bullies to change their behaviour.
- Give both bullies and children who have been bullied constructive and challenging tasks to do in their free time.
- Inform parents at an early stage.
- Record incidents for file and pass information to Housemasters/the Child Protection Officer as appropriate.
- Inform colleagues and ask them to be vigilant.
- Address areas where bullying might be more likely to happen.
- Encourage all boys to break the silence about bullying behaviour. Emphasize that those who watch bullying and do nothing about it are encouraging and endorsing bullying behaviour.

ADVICE GIVEN TO BOYS

- Talk to an adult you can trust.
- Note the lists of additional people you can talk to near House telephones.
- Try not to show that you are upset - this is difficult but remember that bullies are looking for a reaction.
- Try being assertive e.g. walk quickly and confidently even if you feel upset inside.
- Do not fight back.
- Stay close to your friends who are supportive of you.
- If you are different in any way be proud of it.
- Avoid being alone in places where bullying might happen.

REMEMBER do not stand by and watch someone being bullied. It is everyone's responsibility to prevent it happening.

ANNEXE 4a

Cyberbullying Policy

This policy must be read in conjunction with the School's Countering Bullying and Information Technology - Acceptable Use Policies.

The School is committed to protecting boys and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's IT network is secure and subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community. The School takes reasonable steps to control and monitor the use of the internet and other electronic means of communication without disproportionately compromising boys' privacy or their ability to communicate with their parents/carers or outside agencies.

The School's boy IT Acceptable Use Policy aims to ensure that boys are responsible in their use of IT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time. The boy IT Acceptable Use Policy

- defines what constitutes safe and acceptable use of the internet and any other electronic and digital services to which boys have access whether or not provided by the School
- identifies clearly what boys are and are not allowed to do in the digital environment
- provides clear information and guidance about how to be safe in the digital environment
- Boys are expected to confirm their agreement to adhere to the policy online on a regular basis.

Cyberbullying

Cyberbullying can be defined as 'the use of IT, particularly mobile phones and the internet, deliberately to upset someone else'. 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:

- a far more extreme invasion of personal space;
- the potential for anonymity on the part of the bully;
- the potential for the bully to play to a larger audience;
- the difficulty in controlling electronically circulated messages.

Cyberbullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and manipulation. Boys are educated on the subject of cyberbullying via the PHSE programme and through pastoral support in Houses from Housemasters and Tutors and they are encouraged to report instances of this or any other dangerous or suspicious online behaviour to be dealt with in accordance with the procedures laid down in the School's Countering Bullying Policy.

All staff have a responsibility to safeguard the welfare of boys online by educating them, supporting them and reporting any instances of cyberbullying or other dangerous or suspicious online activity in line with School procedures.