Cyber-bulling Policy

2024-2025

Reviewed by: Jon Slay: 24 August 2024

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1 Introduction

The use of technology has become a significant component of many safeguarding issues, including child sexual exploitation, radicalisation and sexual predation, where technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

1. Content: Being exposed to illegal, inappropriate or harmful online content, such as spam, pornography, fake news and disinformation, substance abuse, violence, misogyny, anti-Semitism, racism, radicalisation and extremism, and lifestyle sites that promote anorexia, self-harm or suicide.

2. Contact: Being subjected to harmful online interaction with other users. Examples include: peer-to-peer pressure, exposure to viral

3 What forms can cyber-bullying take?

Cyber-bullying can take many forms, notably including:

threats and intimidation

harassment or stalking

vilification and defamation

ostracizing, peer rejection and exclusion

identity theft, unauthorized access and impersonation

publicly posting, sending or forwarding personal or private information or images.

It is important to recognise that though cyber-bullying is a type of bullying, it differs from traditional bullying in certain ways. These include the following:

intrusion into personal space: victims will be equally subject to cyber-bullying inside as well as outside traditional safe spaces such as the home because they will receive the offensive material on their phones or personal computers.

a greater audience: offensive messages or other content may be sent by and viewed by a large number of people.

anonymity: cyber-bullies can post anonymously.

longevity: offensive messages or other content can be copied, stored and resent potentially indefinitely.

bystanders: bystanders can easily become perpetrators or accessories, for instance by not reporting, and even disseminating, upsetting messages or other content.

multiple attacks: cyber-bullying can lead to a single incident being experienced as multiple attacks.

ensure that all staff know that they need to report cyber-bullying issues to the E-safety Co-ordinator

All students

the Malicious Communications Act, any person who sends a communication (w

Appendix A: Resources for schools and colleges

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

Childnet provide guidance for schools on cyberbullying

Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation

London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

NSPCC

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[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations