



# WELLINGTON COLLEGE

## Anti-Bullying Policy

To be read in conjunction with: [Safeguarding and Child Protection Policy](#)

### **Aims and Objectives:**

We believe that Wellington College is a very pleasant, caring and well-disciplined school, where incidents of bullying are rare, but nevertheless we must always be vigilant. The whole ethos of the College centres around the principle that all who work or study here respect and understand the needs of others. The College Values of Respect, Responsibility, Courage, Integrity and Kindness underpin our expectations of staff and pupils.

In this context bullying will not be tolerated. The sanctions for it can be strong even to excluding a pupil from Wellington if deemed appropriate. It is everyone's responsibility to prevent it happening and with this in mind, this document lays down certain guidelines which all pupils, parents and staff should follow.

No-one should underestimate the potential psychological damage that bullying can cause - often far in excess of the intentions of the bully.

It is our fundamental belief that every pupil has the right to pursue his or her education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all our pupils in which each pupil can reach his or her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other. In November 2014, the pupils came up with a Code of Living ("Our Way of Living") which - alongside the College values (see Appendix 8) - underpins our expectations of both staff and students. 'Our Way of Living' has been redistributed to all pupils and staff in 2017. Prefects updated the College Courtesies in September 2016.

### **Definition of Bullying:**

Bullying is defined as any behaviour, deliberate or perceived, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying is often insidious; it may involve actions or comments which are racist, sexist, homophobic<sup>1</sup> or focussed on disabilities. It may focus

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<sup>1</sup> \*Wellington College is a Stonewall Schools Champion. This means that we have made a commitment to do everything that we can to prevent and respond to homophobic bullying. We have taken proactive steps to ensure that the learning environment is a positive place for all pupils regardless of their sexual orientation. The College aims to provide a positive social environment for all students and one in which the use of homophobic language is not tolerated. All

on someone's gender, religion or culture, make fun of someone because of some difficulty that they might have or because their circumstances appear to be 'unusual'. It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or 'banter'.

Bullying can happen anywhere and at any time. It frequently involves the use of mobile phones, computers and social media. This might involve an individual sending malicious or hurtful texts, emails or photos or using insulting or other hurtful descriptions on sites such as Facebook, Snapchat and Instagram. More on cyberbullying can be found in the College policy on e-safety and in Appendix 6.

The College places the highest priority on the effective communication, implementation and maintenance of its anti-bullying strategy throughout the Wellington community. The Second Master will monitor the extent to which bullying is taking place and therefore the College requires that all incidents of bullying are recorded on iSams as well as being reported to the Second Master directly so that appropriate action may be taken and that there is parity in any decision made.

Our initial concern is to prevent bullying rather than to punish the bullies. All pupils accept the Basic Courtesies (written by College Prefects at the start of each year) and the College Values (Courage, Integrity, Respect, Responsibility and Kindness) which encourages pupils to respect each other. However, bullying is a major offence and will be dealt with firmly. It is stated as one of the College's 'Red Lines' and made clear to pupils and parents. A member of staff who witnesses bullying must deal with the incident immediately and directly. They must report what has happened to the pupil's HM, who must, in turn let the Second Master know.

In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way
- To educate the bully, for the bully's own sake as well as for others
- To deter the bully. Any bullying offence will be recorded in writing centrally on iSams by the HM and in a way which is in line with the College behaviour policy.

Extreme or persistent bullying will be dealt with by the Second Master and then the Master, who, if necessary, may suspend or expel the offender. Individuals will also be seen by the Deputy Head (Pastoral & Wellbeing) who will also speak to the bully or the victim if appropriate. In some cases, it may be appropriate for the bully to undertake an anti-bullying project in order to educate themselves and contribute positively to the College community or for the victim to receive help, for example through the College Counselling team.

If the bullying that has taken place involves any illegal activity, then the Police will also be informed.

### **Proactive Education:**

It is not our intention to wait for bullying to happen before we act; we wish to pre-empt the problem. The following steps are taken:

- The skills required for building relationships and living in communities features as a central core component of the 3rd form Well-being programme. Students learn how to recognise and manage their own emotions and respond to the emotional needs of others. They also

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staff are committed to ensuring that they intervene if any homophobic language is used. When staff respond to such incidents, pupils are three times more likely to feel that their school is an accepting and tolerant environment ('The School Report', Stonewall 2010). Examples of homophobic language includes the use of expressions such as "You're so gay"; "That's so gay" or expressions such as "Dyke", "Lezza" or "Faggot".

learn how to build trust and resolve conflict. The course also looks at how to recognise and critically evaluate our values, which of course directly relate to our behaviour. The skills of developing relationships are further developed in the 4th and 5th form Well-being course through an examination of listening skills, the importance of altruism and appreciation and what the ingredients of long term successful relationships are. The central emphasis on how relationships ought to be conducted enables course tutors to explore the nature of bullying and why it is unacceptable.

- Members of the College fill in a pastoral questionnaire (which focuses on anti-bullying) every two years; this highlights any specific issues. The report of the survey and its resultant actions are shared with pupils, staff and parents. Results from previous surveys can be ascertained by contacting the Deputy Head (Pastoral & Wellbeing).
- As part of their leadership and team building training, senior pupils learn to appreciate they have a vital role in looking after the younger girls and boys. All Lower Sixth pupils are spoken to about their role and influence in houses by the Deputy Head (Pastoral & Wellbeing) and the Deputy Designated Safeguarding Leads in the Summer Term every year and receive training in Child Protection.
- The Master speaks regularly in assembly about the College Values, in particular respect and kindness to others, as do Heads of Years in their individual year group assemblies.
- 'The Year Ahead' talks to parents were introduced in September 2017 for members of the senior leadership team to make clear the school's expectations for the year and the Second Master includes bullying in his section.
- We have a system to select and train peer coaches who can be approached by their peers on any matter.
- Staff attend conferences and courses that include advice on the prevention of bullying. All staff have access to this advice in the Appendices included as part of this policy.
- In October 2011 and June 2013, 20 staff underwent restorative justice practitioner training. The skills learnt on this course have already proved invaluable in resolving issues of bullying between individuals and groups. It is hoped that this approach will become very much a natural way in which conflict between individuals will be worked through and this would include, where appropriate, cases of bullying. Restorative justice approaches form a major and significant part of our Behaviour Policy.
- The College has appointed an expert in mediation to help produce a vision and strategy for developing and maintaining positive relationships across the Wellington community. In January 2017, 12 staff and 12 pupils will be given Core and Facilitator training on the Dialogue Road Map (DRM) which will enable staff and pupils to train others in the DRM and carry out facilitated sessions where required. The vision is to develop and embed flourishing authentic relationships throughout the Community. The external consultant will provide stand-alone CPD talks to staff and support in the production of instructive videos to explain how we are aiming to build positive relationships which will be available to the whole Wellington community and family of schools. See Appendix 9.
- All members of the SLT were trained in the DRM Summer 2017.
- In addition to the DRM training for pupils, a group of Lower Sixth pupils undergo restorative justice training. Staff are encouraged to use both sets of pupils to assist with appropriate and relevant cases of conflict and low level unpleasantness within the College to further augment the way in which bullying is proactively tackled.
- The Deputy Head (Pastoral & Wellbeing) and the Second Master speak regularly to the pupils about bullying and this is followed up by HMs with house year groups.
- E-safety is addressed through the College wellbeing programme and also through a series of talks and workshops delivered to the pupils based on 'digital citizenship and awareness'. The College has appointed 'Digital Awareness UK (DAUK)' on a consultancy basis to provide the Digital Awareness Programme to pupils, staff and parents and who also train and support the pupil Digital Ambassadors programme. Girling-Hughes Associates are employed on a case by case basis to assist with any e-safety matters or cyberbullying. The UK Safer

Internet centre (<https://www.saferinternet.org.uk/professionals-online-safety-helpline>) have also been used to investigate and close down accounts on platforms such as Instagram.

### **Advice to Parents and Parental Education:**

All parents are advised to attend the College Pastoral Masterclasses which cover a wide range of matters which assist parents in the support of their child. There are also three talks which focus on online safety and digital citizenship. Parents are encouraged to watch out for changes in behaviour in their child, a reluctance to return to school or a general change in attitude. We encourage all parents to take an active interest in their child's social life and discuss their friendships and how free time is spent. We also advise all parents to encourage their child to report bullying, either of themselves or others. If a parent thinks that their son or daughter or any pupil is being bullied they should contact their Housemaster/Housemistress at once.

This policy has been written in accordance with government guidance, specifically:

- **Preventing and Tackling Bullying: Advice for School Leaders and Governors.** (October 2014)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)
- **Supporting children and young People who are bullied: advice for schools** (March 2014)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444864/Supporting\\_bullied\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf)
- **Cyber-bullying: Advice for Headteachers and School staff** (November 2014)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyber\\_bullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyber_bullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Policy reviewed by DAD 24/07/11

Reviewed DAD 17/12/11, 28/8/12

Reviewed DAD 18/9/12 (amended to include section on homophobic comments)

Reviewed DAD 22/8/13 (no changes made)

Reviewed DAL 16/09/15 (significant changes to include all appendices)

Reviewed NCL 01/11/16 (changes made to digital awareness and additions to mediation training)

Reviewed and updated NCL/RIHBD/JMAO 01/11/17 (minor amendments updating areas on DRM, emphasising College Values, use of safer internet centre and 'red lines')

## **APPENDIX I: DEFINITIONS, SIGNS AND SYMPTOMS OF BULLYING**

### **Definition of Bullying**

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

In very serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

Bullies usually intend harm to their victims, but an unintentionally harmful action can constitute bullying if its effects are sufficiently severe, and/or if the action is contrary to “common sense” and/or if it would have been reasonable to predict that the action would be likely to cause harm/offence.

Bullying has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown). Some people who have been bullied have attempted suicide.

Bullying may be:

- Physical (e.g. hitting, kicking, spitting);
- Verbal (e.g. teasing, spreading rumours);
- Indirect (e.g. excluding someone by not talking to them or leaving them out of a group);
- Manipulative (e.g. getting someone else to tease or hit someone);
- Involve complicity in someone else’s action (e.g. as a bystander who looks the other way);
- Take place in cyberspace, on social network sites, or by sending text/voicemail messages.

Bullying is often hidden. It may involve actions or comments that are racist, sexist, homophobic or which focus on disabilities. It can focus on someone’s gender, religion or culture, make fun of someone because they have difficulties or because their circumstances are “unusual”. It happens anywhere and at any time.

**Physical Bullying** may involve:

- Hitting or kicking someone;
- Jostling, shoving, pushing someone;
- Spitting at someone;
- Invading someone’s body space;
- Physically humiliating someone (e.g. by “de-bagging” them);
- Taking, damaging or hiding someone’s property;
- Invading someone’s living space or intruding on their bed-space.

If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence.

**Verbal Bullying** may involve:

- Spoken comments;
- Written notes;
- Emails or text messages;
- Improper use of bebo.com Facebook and similar social media;
- Phone calls;
- The defacing of notices;
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done;
- Circulating unflattering drawings or photographic images of someone.

**Indirect or Manipulative Bullying** may involve:

- Ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall, etc. (or by moving away when he/she comes and sits down);
- The manipulation of social networks to ostracise, marginalize or intimidate individuals;
- Publishing photographs or images of someone that are intended to occasion mockery or gossip;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

**Bullying characterised by racism, sexism, homophobia and the exploitation of disability** may involve:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils;
- Written notes about someone (their friends or a member of their family), or about some group of pupils;
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils;
- Phone calls about someone (their friends or a member of their family), or about some group of pupils;
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

**Sexual Bullying** may involve:

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absence of intimate relationships in an individual's life);
- Physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching);
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);
- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils;

**Bullying focused on religion, culture or family background** may involve:

- Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference;

- Comments, web postings etc. that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group at the College;
- Pejorative religious or cultural descriptors (e.g. “Moslem terrorist”, “Pakki shopkeepers”);
- Gossip about an individual’s family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

**Electronic or Cyber-bullying** may involve:

- Sending abusive, insulting or malicious text messages;
- Sending abusive, insulting or malicious e-mails;
- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.;
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others;
- Indulging in malicious or spiteful conversations in chat-rooms;
- Spreading abuse, malice or scurrilous gossip by other electronic means;
- Hacking into social networking sites and removing personal material;
- Filming fights or assaults (e.g. “happy slapping” clips) using mobile phone cameras and circulating these using cell phone networks or e-mail;
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail;
- “Frapping” (using a pseudonym or someone else’s telephone or e-mail account) for anonymity when indulging in bullying.

**Sexting** is the term given to the practice of sharing sexually explicit images or texts (youth produced sexual imagery). It is now a frequent part of teenage life with 13% of 13-18 year olds found to have taken topless photos (3% fully naked), with 55% sharing them with others (31% with someone they did not know). (Statistics from 2016 NSPCC/Office of the Children’s Commissioner England study). Circumstances in which pupils might ‘sext’ one another vary. Where school pupils under 18 years of age are involved this practice is always illegal.

DAUK provide a workshop on digital awareness, specifically covering sexting to the 3<sup>rd</sup> form in the first four weeks of their time at the College.

‘Sexting in Schools and Colleges: Responding to incidents and safeguarding young people’ UK Council for Child Internet Safety 2016 is the document used by College in dealing with cases of sexting amongst our pupils.

Pupils must also understand that:

- Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences and it causes anxiety;
- Passing on a sexualised image of any person under 18 is bullying – it is an action that threatens the recipient **and** one that demeans the person pictured. It is a cause of anxiety;
- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.

The consequences of sexting can be serious for the perpetrator. In the United States prosecutions for sexting have resulted in the loss of university places and scholarships. **It is illegal in the UK to**

**publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.**

Children may attempt to justify much of all types of behaviour mentioned above as a 'practical joke' or banter rather than as bullying. This misconception must not be accepted.

Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm is a Child Protection concern and will be reported to Bracknell Forest LSCB in accordance with the College Safeguarding and Child Protection policy.

The College is clear with pupils that cases of sexting will be referred to Bracknell Forest LSCB and the Police using the guidelines in the UKCCIS document mentioned above.

### **Signs of Bullying:**

All staff and parents should be aware of the following signs which may indicate that bullying is taking place:

- An unwillingness to return to College from holidays or weekends or becoming anxious as holidays draw to a close
- A change in behaviour such as becoming anxious or withdrawn
- Expression of anxiety about their appearance; their clothing, hair, body shape etc.
- Changing established habits which may indicate that they are trying to avoid doing something or going somewhere
- Returning home or complaining about damaged belongings or possessions
- Asking for significant increases in pocket money
- A sudden drop in academic performance
- Becoming aggressive or unreasonable, or becoming excessively eager to please
- Starting to bully siblings or other children
- A drop in self-confidence, displaying repressed body language and may begin stammering or stuttering
- Choosing the company of adults in preference to their peers
- May deliberately start to miss commitments or lessons
- A reduced interest in personal hygiene or grooming
- Physical signs, such as unexplained bruises or cuts
- Difficulty sleeping or nightmares
- Running away
- Suicidal ideation

## **APPENDIX 2: COLLEGE STAFF RESPONSIBILITIES**

### **Responsibilities**

The Master has a legal duty to safeguard and promote the welfare of children, and so to ensure that procedures exist to prevent bullying arising among pupils. He will be mindful of the duty upon the College to:

- Protect children from maltreatment;
- Prevent impairment of children's health or development;
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care;
- Enable children to have optimum, life chances and to enter adulthood successfully;

The Second Master will:

- Be responsible for drafting the College Behaviour Policy and for the operation of suitable sanctions aimed at trying to eliminate bullying behaviour at Wellington College;
- Ensure that the College Behaviour Policy contains adequate measures to promote good conduct and respect for others alongside sanctions aimed at the elimination of bullying behaviour;
- Annually analyse bullying incidents to spot trends and patterns and report to SLT and Governors about the data;
- Be responsible for recording incidents of bullying on iSams where he has had contact with the pupil (or discharge this duty to the appropriate HM);
- Keep the Master informed of bullying incidents and discuss with him how best to involve parents in the solution of individual problems;
- Keep the Deputy Head (Pastoral & Wellbeing) informed of any bullying incidents so that good communication and the appropriate sanction can be given to a pupil

The Deputy Head (Pastoral & Wellbeing) will:

- Be responsible for drafting the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) and for presenting it for discussion by HMs and the SLT;
- Be responsible for presenting the Anti-Bullying policy to Governors annually alongside the College Anti-Bullying report which will be compiled in conjunction with the Second Master;
- Be responsible for arranging the publication of appropriate details of the policy on the College website, the College Diary, and for ensuring that the relevant procedures are presented to the non-teaching staff;
- Support the HMs in the counselling of both bullies and victims, and in formulating solutions to particular problems;
- Ensure that HMs have an opportunity of reviewing anti-bullying strategies and policies;
- Ensure that the College's procedures are brought to the attention of all staff, parents and pupils;
- Ensure the appropriate training is available to all involved in the fulfilling of the College's policy;
- Ensure that the discussion of bullying is properly dealt with in the College's wellbeing and tutorial programme;
- Seek to develop ways of encouraging pupils to let it be known that they are being bullied or have witnessed bullying.

- Be responsible for the carrying out of the College Anti-Bullying survey which occurs once every two years and for the dissemination of the results to staff, pupils, parents and Governors;
- Assist HMs in supporting the victim. This may be done in a variety of ways such as building up their self-esteem, trying to analyse if there is something in their behaviour they do that causes them to be bullied or coaching them to be more assertive (not aggressive) and resilient. The Head of Wellbeing may also assist in this. Support is most likely to be provided by the House staff but it may be appropriate for other staff, like the Counsellor, to lend support.

#### All College HMs will:

- Give priority to the individual holistic care of all pupils in their house, which must always be placed above the completion of administrative tasks;
- Be responsible for discussing the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) with members of the House tutor team, the house non-teaching staff and pupils;
- Be responsible for ensuring that the pupils in their houses are supported by the College's anti-bullying policy and that its procedures are followed in practice;
- Deal with bullying incidents that are disclosed or discovered;
- Report all incidents of bullying to the Second Master and record those incidents on iSams;
- Support and counsel those who bully, are bullied and those who fail to intervene when witnessing bullying in conjunction with the Deputy Head (Pastoral & Wellbeing) if appropriate;
- Involve the Housematron and tutors in the care and supervision of both bullies and victims;
- Alert classroom teachers to bullying problems that may have an impact on behaviour and performance by an individual in their classes;
- Put into practice methods that ensure the thoughtful allocation of sleeping arrangements (especially where rooms are shared) and the effective supervision of all areas of the house in which pupils live, so that opportunities to bully and unkindness to others are minimised;
- Be responsible for the completion of the regular house 'mental wealth' checks which, in conjunction with the departmental checks, could highlight a potential bullying concern;
- Put into practice methods for encouraging pupils to tell someone if they are being bullied.

#### All Heads of Department will:

- Be responsible for ensuring that those who teach within their departments are mindful of the particular opportunities for bullying that exist within classes and that the department has considered and implemented appropriate strategies for countering bullying in the classroom;
- Support those who work within their department in their efforts to ensure that bullying within the classroom is dealt with effectively;
- Be responsible for the completion of regular 'mental wealth' checks as directed by the Deputy Head (Pastoral & Wellbeing) which may indicate or highlight a bullying issue.

#### All teaching staff will:

- Know the definition of bullying;
- know the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) and where to access it;
- Deal with bullying incidents according to the policy's procedures;
- Participate in the care and supervision of pupil behaviour as part of a house tutor team or the College duty team. To reduce the risk of bullying, teachers will fulfil their duties promptly, responsibly and proactively;

- Be formally responsible for the supervision of pupil behaviour in their classroom and be alert to pupil behaviour as they move around the College. To reduce the risk of bullying in these places teachers will begin and end their classes punctually and not leave students unsupervised;
- Be formally responsible for the supervision of pupils in their co-curricular activities. To reduce the risk of bullying in these places teachers will begin their co-curricular activities punctually;
- Participate in the supervision of pupils on buses/minibuses or other forms of transport when travelling to matches/exhibitions/concerts etc.;
- Take responsibility for the full implementation of the College Anti-bullying policy on off-site activities when they are in a supervisory role;
- NEVER let any incident of bullying pass unreported (whether on site or during an off-site activity). Failure to do so will put them in breach of the Staff Code of Conduct.

All College non-teaching staff will:

- Know the definition of Bullying;
- Know the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures);
- Deal with incidents according to the procedures, particularly the prompt reporting of incidents to a member of the College Non-Teaching Leadership Team or College teaching staff.

All pupils will:

- Know the definition of Bullying;
- Be aware of the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures) and understand particularly the principles behind the policy
- Inform a trusted person (e.g. teacher, tutor, matron, HM) if they are being bullied or if they are aware of bullying taking place;
- Reject the idea that disclosing bullying is "a breach of pupil trust" and remember that silence about bullying is consent to saying that it is ok.

All parents/guardians should:

- Know the definition of Bullying;
- Be aware of the College's Anti-Bullying policy (including Bullying: Principles, Definitions, Responsibilities and Procedures)
- Be mindful of the signs and symptoms of bullying;
- Contact their son/daughter's HM if they suspect that he/she is being bullied.

## **APPENDIX 3: GUIDANCE TO STAFF ABOUT BULLYING**

### **PROCEDURES:**

#### **Suspicious of bullying**

Pupils who are being bullied may show changes in behaviour (page 7). All staff should be aware of the possible implication of such behaviour change and report promptly any suspicions of bullying to the pupil's HM straight away. Parents, too, should be aware of the possible implication of such behaviour change: they may wish to discuss their observations with their son/daughter or may choose to report any suspicions to the pupil's HM.

When a HM is advised of suspicions that a pupil is being bullied he/she will always inform the Second Master. The HM will also:

- Make a note of the reported suspicion on the pupil's One Note file and, if appropriate in the day diary. Depending on the nature of the concern, the HM may also make a note on iSams;
- Make appropriate enquiries about the concern raised, speaking to relevant parties, making a note of the results of those enquiries on the pupil's file.
- Speak to the pupil directly if appropriate, carefully considering how the conversation will be approached;
- Alert the pupil's tutor and the Housematron to the report and the result of subsequent enquiries;
- Alert the Deputy Head (Pastoral & Wellbeing) if appropriate;
- Remind all parties alerted that they should inform the HM of any grounds for persisting or developing concerns.

If the pupil acknowledges that they are being bullied, the HM will follow the procedure outlined above and liaise with the Second Master about next steps.

If the pupil denies that they are being bullied, the HM will consider alerting some (or all) of the following of the need to keep a quiet eye on the pupil: subject teachers, games coaches, drama and music teachers, staff at the Health Centre, the Chaplain, Counsellor, the Head of House or and Year Group Prefect. If the pupil's denials are unconvincing a particularly close watch should be kept on the pupil and the concerns should be shared with the pupil's parents.

#### **Disclosure of Bullying**

Should a disclosure of bullying be made to any member of staff, the person hearing the disclosure must:

- Always take what is said seriously;
- Not promise to keep confidentiality;
- Reassure the pupil;
- Determine what action the pupil would like to see taken;
- Explain what will happen next (the HM and the Second Master must be informed as quickly as possible);
- Ensure that the pupil feels safe and is not in danger of significant harm;
- Once the initial disclosure is concluded, make a record of key points disclosed: what happened, who was involved, who saw what happened, where it happened, previous occasions when it has happened;
- Pass the record of the disclosure (signed and dated) to the HM.

The HM will always inform the Second Master and:

- In cases where serious bullying is disclosed, ring the pupil's parents as soon as possible explaining what has come to light, and outlining the way matters will be taken forward;
- Go through the recorded disclosure with the pupil, making sure it is both full and accurate, and discussing any other thoughts the disclosure has brought to mind;
- Evaluate the pupil's emotional state, reassuring him/her that it is always right to disclose bullying and give priority to stabilising the pupil's emotions;
- Contact the Second Master to discuss the way in which the issue will be taken forward. (The Second Master may wish to talk to the pupil, or may proceed on the basis of the written records of the disclosure);
- Seek (working with the parents if appropriate) to develop support for the victim, calling upon some (or all) of the following: Matron, tutor, teachers, Chaplain, College Counsellors, Health Centre, Deputy Head (Pastoral & Wellbeing). Ongoing discussion to support and monitor the state of the victim will be essential. The HM must speak regularly to the pupil over the next few days and weeks to see how they are feeling and should make a written note of each conversation.

The Second Master will:

- Examine the written records of the disclosure and may discuss matters further with the pupil;
- Interview those alleged to have bullied the pupil. The HM/teacher attending the interview with the pupil will keep notes of the meeting;
- Determine any punishment that is appropriate in consultation with the pupil's HM. In addition to formal punishment, the pupil(s) involved may be required to accept counselling or anger management counselling or be required to take part in a restorative justice reconciliation meeting.

### **Disclosure to a member of the College Counselling Team, Chaplain or Health Centre team**

The College Counsellors, Chaplain and staff in the Health Centre are bound by considerations of confidentiality. They may encourage pupils to repeat disclosures of bullying to their HM or offer to speak of the disclosure on the pupil's behalf. Where a pupil's safety is in question, the concern must be reported to the DSL for Safeguarding in accordance with the College safeguarding policy.

### **Witnessing bullying**

A member of staff who witnesses an incident clearly involves bullying must deal with the incident immediately and directly.

A teacher will:

- **NEVER IGNORE** any behaviour that is clearly bullying;
- **CHALLENGE** the behaviour
- Explain how bullying behaviour might cause injury and ensure that the pupil is clear that such behaviour is never to be repeated;
- Report the incident to the HM of those involved noting any sanctions applied;
- If satisfied that the incident involved intentional bullying, report it also to the Second Master.

## **APPENDIX 4: ANTI-BULLYING EDUCATION**

The College will raise awareness about the anti-social and harmful effects of bullying and unkindness through the Wellbeing programme, school assemblies, chapel and tutorials.

- The Deputy Head (Pastoral & Wellbeing) is responsible for initiating and developing, with the Head of Wellbeing, anti-bullying education;
- HMs are responsible for ensuring that they repeatedly reiterate the message of anti-bullying in their houses and tutorials, tailoring a message to suit a particular circumstance / incident which might have occurred;
- Heads of Year are responsible for ensuring that they reiterate the message of anti-bullying in their assemblies, particularly if an incident has taken place in that year group;
- Heads of Department are responsible for identifying areas within the subject curriculum that offer opportunities for the discussion of material that may be significant in situations where bullying could arise (e.g.: *race* in Geography; *sexual orientation* in Biology; *culture* in Religious Studies). The pedagogic methodology used in all departments should be developed to foster positive relations between all people;
- Teachers must exploit every opportunity to promote the College's anti-bullying strategy, within the house and classroom. They must not avoid the discussion of bullying when it is pertinent (but must consider carefully the most appropriate strategy for developing any discussion).

Throughout the curriculum it is expected that classroom organisation and management promote co-operative activity and discussion among pupils. All teachers responsible for ensuring that pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own opinions.

## APPENDIX 5: ADVICE TO PUPILS

Anti-bullying advice to pupils is published in the College diary and is reviewed annually.

### **Aims and Objectives:**

We believe that Wellington College is a very pleasant, caring and well-disciplined school, where the incidence of bullying is rare, but that it is right to be vigilant. In this context bullying will not be tolerated. The sanctions for it can be strong even to excluding a pupil from Wellington if deemed appropriate. It is **everyone's** responsibility to prevent it happening, especially all pupils.

No-one should underestimate the potential psychological damage that bullying can cause - often far in excess of the intentions of the bully. It is our fundamental belief that every pupil has the right to pursue their education free from adverse interference from others. We are committed to providing a caring, friendly and safe environment for all our pupils in which each pupil can reach his or her potential in all areas, so gaining self-esteem and being uniquely valued by others. This means: respecting each other's space, privacy and differences, treating everyone with kindness and sensitivity and offering support and encouragement to each other, in accordance with the College values.

### **Definition of Bullying:**

Bullying is defined as any behaviour, deliberate or perceived, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying is often insidious; it may involve actions or comments which are racist, sexist, homophobic or focussed on disabilities. It may focus on someone's gender, religion or culture, make fun of someone because of some difficulty that they might have or because their circumstances appear to be 'unusual'.

**It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or 'banter'.**

Bullying can happen anywhere and at any time. It frequently involves the use of mobile phones, computers and social media. This might involve an individual sending malicious or hurtful texts, emails or photos or using insulting or other hurtful descriptions on sites such as Facebook, Snapchat and Instagram. More on cyberbullying can be found in the College policy on e-safety.

Bullying can include:

- name calling and teasing;
- making fun of someone in an unpleasant way;
- stealing, breaking or hiding someone's possessions;
- 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;
- making homophobic comments or using inappropriate homophobic language;
- sending malicious or hurtful texts, e-mails or photos, or using malicious, insulting or other hurtful descriptions or comments on social networking sites

It is not bullying, for example when:

- two people have the odd dispute;
- senior pupils are given responsibilities to supervise others, carrying out daily routines to ensure the smooth running of House and College;
- when senior pupils administer sanctions fairly, openly and appropriately and under the guidance of their HM.

### **Stop Bullying - your action:**

Bullying will exist as long as you remain silent. If you are being bullied, or observe someone else being bullied, there are various things you can do:

- Talk to someone: your HM; your tutor; a prefect; another adult in the community e.g. the Chaplain; the Deputy (Pastoral & Wellbeing); a College Counsellor; a friend; a peer mentor; your parents;
- Write down the information, put it in an envelope, address it to Stop Bullying, and post it in the main letter box at the Porters' Lodge;
- Send an e-mail to [stopbullying@wellingtoncollege.org.uk](mailto:stopbullying@wellingtoncollege.org.uk). You can also forward inappropriate or unpleasant e-mails to this address.

Remember:

- Do not be intimidated by a bully saying it will be worse for you if you report bullying;
- When someone else is being bullied or in distress, take action. Watching and doing nothing suggests support for the bully; being silent makes you complicit in that bully's actions;
- Do not tolerate a bully in your circle of friends;
- Always treat others as you would like to be treated yourself. Remember that calling someone names or incessant teasing is bullying. Do not become a bully yourself.

### **Action by the College:**

Our initial concern is to prevent bullying rather than to punish the bullies. All pupils are encouraged to respect one another and live their lives through the College values, and accept the Honour Code (written by pupils each year) at the start of the academic year which encourages pupils to respect each other. Pupils are also encouraged to live their everyday lives in accordance with the 'Our way of Living' code of conduct.

However, bullying is a major offence and will be dealt with firmly. In a case where bullying has occurred our action will be:

- To support the victim in any appropriate way;
- To educate the bully, for the bully's own sake as well as for others;
- To deter the bully. Any bullying offence will be recorded centrally by the HM or the Second Master and the Deputy Head (Pastoral & Wellbeing) may be informed;

### **Extreme and/or persistent bullying will be referred to the Second Master and the Master, who, if necessary, may suspend or even expel the offender.**

If you feel that you are being subject to bullying and repeated unkindness follow these hints:

- Try to stay in areas of the College where there are plenty of other people. Bullies don't like witnesses;
- If you are hurt at College, tell a member of staff immediately and ask for it to be written down;
- If you have a mobile phone, be careful whom you give your number to. If you receive threatening phone calls, voicemails, text-messages or emails then tell your HM and do not delete them. It is a criminal offence to send offensive or threatening messages and if it continues, it can also amount to harassment. The Police can, and do, take action. You can also report or send an abusive email on to: [stopbullying@wellingtoncollege.org.uk](mailto:stopbullying@wellingtoncollege.org.uk).
- You must speak to your HM if abusive things about you are published on social networking websites and/or message boards;
- If you see anyone else being bullied, **tell someone about it**. Don't be tempted to try and sort it out yourself. Remember, people who are being bullied need friends so if you can help someone who is unhappy please do so and report it to a member of staff.

## **Understanding bullies**

If people are making nasty remarks about you then it may be because they are jealous or insecure. The bullies work out what buttons to push to make you upset. They may make remarks about:

- Your weight;
- Your looks;
- The clothes you wear;
- The colour of your hair;
- The sound of your voice;
- Your family;
- Your College work;
- Your ethnic background;
- If you have a disability;
- If you are a different colour;
- Or simply if you are 'different' in some other way.

Do not simply ignore their remarks; they will feel that they are getting away with it and will continue. Consider responding by saying something simple like "... yeah, whatever, ..." each time, so you show them it isn't having the effect of upsetting you in the way they think. Or, you can say clearly "I don't have to accept that and if you say it again I will tell someone."

If there's a ring-leader, then it's possible that other people who used to be your friends will avoid being seen with you. They could be worried that if they go around with you they'll get bullied in the same way. Try talking to them individually to try and understand what's going on.

To have friends you also need to be a friend, and you can do that by trying to be open and friendly with people. This isn't always easy because sometimes the people you are nice to aren't nice back. People love talking about themselves so if you come across as a good listener then people will enjoy your company.

## **Body Language**

Think about the last time you walked around College. How did you feel? Confident and powerful? Or timid and worried? And how did you look to other people? Were you striding out purposefully with your head up, looking forward, or were you trying to make yourself look insignificant in the hope that the bullies wouldn't spot you?

Body language tells us a lot about other people. If you're trying not to be noticed and looking at the ground it can make you more noticeable. You look defensive and vulnerable. If you step out boldly you may not be very confident, but you'll certainly look it.

## **Help**

There are many avenues of support that you can access both inside and outside of Wellington College. These can be found on the next page of the diary and also on posters in your houses. There are specific websites that you can also get information from such as:

Bullying UK: [www.bullying.co.uk/](http://www.bullying.co.uk/) and the anti-bullying alliance: [anti-bullyingalliance.org.uk/](http://anti-bullyingalliance.org.uk/)

## APPENDIX 6: CYBER-BULLYING

### Definition

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

([www.stopbullying.gov/cyberbullying/what-is-it/index.html](http://www.stopbullying.gov/cyberbullying/what-is-it/index.html))

It is an aggressive, intentional act carried out by a group or individual, repeatedly and over time against a victim who cannot defend themselves.

Cyber-bullying can include:

- Name-calling, threatening and abusive texts;
- On-line harassment;
- Public postings of nasty messages or pictures;
- Manipulation of peer opinion on social network sites;
- Exclusion, for example, by not accepting someone as a Facebook 'friend';
- Hacking into someone's computer;
- Identity "borrowing" – pretending to be someone else online.

### Significance for Victims

Cyber-bullies can have a far greater impact than many other forms of bullying because:

- The bully is potentially anonymous;
- Upsetting messages/images can be broadcast to a huge audience (increasing the impact of the bullying);
- Upsetting message/images can be widely disseminated at speed, repeatedly and by different people;
- The bullying cannot be escaped: cyber-space is open 24/7;
- Pupils who would not normally take part in bullying behaviour may be enticed into bullying in this way, initially by being drawn in as accessories of others' activities (e.g. by passing on an image received on a mobile phone from the primary bully).

On the positive side, cyber-bullies leave a trail and it is possible in many cases to gather evidence of the bullying activity a victim has experienced.

In very serious incidents, a single action can constitute bullying behaviour. When the harmful activity is on-line (e.g. on social media), a single action can have a repeated impact and can be viewed by a number of different people, so harmful and/or offensive behaviour on-line does not need to be repeated over time to constitute bullying.

### Significance

Cyber-bullies can easily break the Law. There are a number of offences (both civil and criminal) that may be committed in the course of cyber-bullying. Some may be covered by more than one piece of legislation.

- **Obscene Publications Act 1959** makes it an offence to "publish" an obscene article (which can include written material, photographs or films). Publishing includes circulation, showing or transmitting the article;

- **Protection of Children Act 1978** makes it an offence to **take** an indecent photograph<sup>2</sup> (or film) of a child<sup>3</sup>. It is also an offence for someone to **distribute or show** such images or to have them in his **possession** with the intention of showing them to himself or others;
- **Public Order Act 1986** makes it an offence to use threatening, abusive or insulting words, behaviour and images with the intention to cause harassment, alarm or distress. This can apply where a mobile phone is used as a camera or video;
- **Malicious Communications Act 1988** makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that they should cause them distress or anxiety;
- **Computer Misuse Act 1990** makes hacking an offence;
- **Protection from Harassment Act 1997** creates both civil and criminal offences of harassment. Harassment is defined as a course of conduct which causes alarm or distress. This means that there must be repeated incidents (more than twice). It is also an offence to cause another person to fear, on at least two occasions, that violence will be used against them;
- **Communications Act 2003** makes it an offence to send a grossly offensive, obscene, indecent or menacing communication. There is also an offence of sending a message that is known to be false for the purposes of causing annoyance, inconvenience or needless anxiety.

Wellington College is mindful of Government Guidance recommending that schools should contact the Police if they believe the law has been broken. The College also gains independent advice from Girling-Hughes Associates and Digital Awareness UK who advise about new legislation and what the appropriate course of action might be with a young person who has cyber-bullied another.

Pupils must understand that the consequences of being prosecuted for such offences can be far-reaching. Convictions for some of these offences may carry the requirement to sign the **Sex Offenders Register** and even cautions for such offences may in future affect the ability of the offender to enter a career working with children or “vulnerable adults” as the offence will appear on their DBS check.

The law of defamation is also relevant. Someone who publishes material which is damaging to the reputation of an individual might be sued for compensation.

Young people who use their mobile phones or other devices to record physical attacks can also be prosecuted as accessories to serious criminal offences.

### **Expectations of Pupils**

It is expected that pupils will report instances of cyber-bullying; failure to do so may be construed by the College as evidence of complicity in the behaviour. Pupils should report suspicions as well as confirmed facts.

Reports can be made to any member of staff, including:

- Verbally to HMs, matrons, tutors and other teachers or non-teaching staff;
- Other pupils, such as House Prefects or a Peer Coach;
- Via e-mail to [stopbullying@wellingtoncollege.org.uk](mailto:stopbullying@wellingtoncollege.org.uk);
- Via email or in person to the Deputy Head (Pastoral & Wellbeing) or the Second Master;

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<sup>2</sup> The definition of “photograph” includes images on a mobile phone or stored on a computer and also includes “pseudo-photographs” where images have been manipulated.

<sup>3</sup> A “child” is anyone under 18.

## **College Response**

- The misuse of ICT technology is subject to the school's disciplinary policy;
- The College reserves the right to monitor pupils' use of the Internet on a routine basis and to examine mobile phones and computer memory where there is reason to suspect abuse;
- Pupils will be held personally responsible for all material they have placed on a web site and for all material that appears on a website of which they are the account holder;
- Sanctions may include confiscation<sup>4</sup> of mobile phones or laptop computers, or restrictions on the use of the College network or the internet, but may also involve Fatigues, Rustication, Suspension or Expulsion.

Wellington is mindful of its duty to combat cyber-bullying activity by pupils even when they are not present on the school campus thus:

- The misuse of ICT technology outside the College will be subject to College discipline if the welfare of other pupils or the culture or reputation of the College are placed at risk;
- Pupils will be held personally responsible for material they have placed on a web site even if that material was added when the pupil was absent from the College premises;
- Pupils will be held personally responsible for abuse of the internet or mobile phone technology with any deleterious effect on other members of the College community (whether pupils or members of staff) even if the messages or images were composed or transmitted from outside the College premises.

## **Individual Responsibilities**

- The Director of Digital Learning and Strategy (Dr Julian O'Loughlin) will keep up to date with guidance and legislation on cyber-bullying;
- The Director of IT Development and Services (Tony Whelton), along with the Director of Digital Learning and Strategy will work together to keep up to date with technological developments and regularly up-date members of the SLT and HMs so that those with particular responsibility for the pastoral care of pupils at the College are properly informed about new possibilities of bullying using ICT; they will meet with the Deputy Head (Pastoral) on a monthly basis to discuss e-safety issues.
- All teaching staff will be alert to the dangers of bullying using ICT and never let any suspicion or account of cyber-bullying pass without investigation or report (irrespective of whether the activity suspected or reported took place at College or off site);
- All pupils will discuss and sign the College's Acceptable Use Agreement when they join the College and gain access to the Wellington College Network. The AUP makes specific mention of cyber-bullying;

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<sup>4</sup> Section 94 of the Education and Inspections Act 2006 states "a person who seizes, retains or disposes of an item which a pupil has with him, or in his possession, is not liable in any proceedings, if he proves that the seizure was lawful."

## APPENDIX 7: SUPPORT & ADVICE ABOUT CYBER-BULLYING

### What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

#### What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

- 1. 24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
- 2. The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
- 3. People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
- 4. The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
- 5. Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
- 6. Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

#### Cyberbullying and the law.

**Education law:** Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

**Civil and criminal law:** Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

'I felt that no one understood what I was going through. I didn't know who was sending me these messages, and I felt powerless to know what to do.'

**A pupil**

## How is Technology Used to Bully?

Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.

Technology:	Great for:	Examples of misuse:
 <b>Mobile phones</b>	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
 <b>Instant Messenger (IM)</b>	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
 <b>Chatrooms and message boards</b>	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
 <b>Email</b>	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
 <b>Webcams</b>	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
 <b>Social network sites</b>	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
 <b>Video hosting sites</b>	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
 <b>Virtual Learning Environments (VLEs)</b>	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
 <b>Gaming sites, consoles and virtual worlds</b>	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area.  Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters.  Forwarding unwanted messages to other devices in the immediate vicinity.

## When and How to Contact the Service Provider:

### Mobile phones:

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

#### Contacts:

**O2:** [ncb@o2.com](mailto:ncb@o2.com) or 08705214000.

**Vodafone:** 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.

**3:** Call 333 from a 3 phone or 08707330333.

**Orange:** Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.

**T-Mobile:** Call 150 on a T-Mobile phone or 08454125000.

### Social networking sites

(e.g., MySpace, Bebo, Facebook):

It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. 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. They can delete the accounts of those who have broken the rules.

#### Contacts of some social network providers:

**Bebo:** Reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left-hand corner of screen) on every Bebo profile page. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report.

**MySpace:** Reports can be made by clicking on the 'Contact MySpace' link at the bottom of every MySpace page and selecting the 'Report Abuse' option. Alternatively, click on the 'Report Abuse' link located at the bottom of each user profile page and other user generated pages. Inappropriate images can be reported by clicking on the image and selecting the 'Report this Image' option.

**Facebook:** Reports can be made by clicking on the 'Report' link located on pages throughout the site, or by email to [abuse@facebook.com](mailto:abuse@facebook.com).

### Video-hosting sites:

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service.

See [www.youtube.com/t/terms](http://www.youtube.com/t/terms).

### Instant Messenger

(e.g., Windows Live Messenger or MSN Messenger):

It is good practice for Instant Messenger (IM) providers to have visible and easy-to-access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations, and most IM providers allow the user to record all messages.

#### Contacts of some IM providers:

**MSN:** When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.

**Yahoo!:** When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.

### Chatrooms, individual website owners / forums, message board hosts:

It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.

Further advice for staff can be found here:  
[http://www.digizen.org/downloads/cyberbullying\\_teachers.pdf](http://www.digizen.org/downloads/cyberbullying_teachers.pdf)

## APPENDIX 8: THE COLLEGE VALUES

In April 2010, the Wellington College community voted to adopt 5 values to help us become a more positive and collegial community. These values underpin and drive all that we do at Wellington and in our lives beyond it. The values are:

- **COURAGE**
- **INTEGRITY**
- **RESPONSIBILITY**
- **RESPECT**
- **KINDNESS**

A value is a deeply held belief about the way the world ought to be. Our values are acquired during our life time and they drive our emotions, our actions and our life paths. When we see others upholding or transgressing our values, it is likely to produce a powerful emotional response in us, because our values matter. We each have our own set of personal values and the 5 Wellington values are not intended to supplant those, but when we act, in whatever capacity, in the name of the College, we will uphold these 5 values above all others.

The values defined:

- **Courage:** the ability to confront fear, pain, danger, uncertainty or intimidation. To take calculated risks in the pursuit of goodness.
- **Respect:** a positive feeling of esteem for a person, group, entity or quality, resulting in acting with fairness. This can include self-respect, which involves not compromising one's values just to gain approval from others.
- **Integrity:** consistency and authenticity. Acting in consort with one's values or beliefs.
- **Kindness:** showing consideration of others and acting selflessly for their benefit.
- **Responsibility:** being reliable, dependable and accountable for one's conduct. Fulfilling a duty. Acknowledging the need to serve the communities in which we operate.

We aim to uphold these values through everything that we choose to do at Wellington and rather like learning a musical instrument or a language, the more we practise behaviour that upholds our values, the more they will become integral to our character, to who we are. In turn, this will have an impact upon the character of the College as a whole.

There are countless examples of people in history, politics, literature, sport and the world around us who uphold these values. Notice when people are courageous, kind, responsible, respectful and have integrity. Celebrate what they do and emulate their example.

## APPENDIX 9: DIALOGUE ROAD MAP AND MEDIATION

### Vision and Strategy for developing and maintaining positive relationships across the Wellington Family.

#### Vision

To create a family of schools where flourishing authentic relationships are embedded at all levels.

#### Aims:

1. All members of our community share the belief that every person is intrinsically valuable, capable and committed to enabling our pupils to learn and flourish
2. People's different needs and values are respected and supported because that is recognized as being intrinsically the right thing to do. In addition, evidence shows that this will improve performance.
3. People are able to and choose to communicate in a way that enables everyone to feel heard and understood.
4. People communicate through authentic and honest dialogue rather than necessarily taking adversarial positions.
5. Everyone believes and behaves in a way that demonstrates belief in self-efficacy.

#### Strategy

To achieve the aims, we will follow Nohria and Kurans's (2014) 'Knowing, Doing, Being' model for culture change. Knowing will involve the community knowing about this approach and how it can work for Wellington. 'Doing' will include training, policy and practices. 'Being' will be achieved when positive relationships are embedded and flourishing throughout the Wellington family of schools. The following actions will be taken:

#### 1. Community education through instructive videos and Ted Talks.

WTV have been asked, with Maria Arpa, to produce and publish films introducing our focus on positive relationships and explaining the means by which we are developing these (coaching, wellbeing, leadership, DRM training) plus demonstrations of staff-staff; staff-student; student-staff; student-student communications. These will be made available to all members of the Wellington Community (parents, staff, pupils, interested OWs etc.). Smaller projects to increase awareness such as live mediation theatres will also be included.

#### 2. Staff and pupil trainers deliver training to members of the community.

All additional relationship/communication training will be designed to be wholly congruent with the coaching, leadership and wellbeing training already in place. DRM training will be rolled out to staff and students as quickly and widely as is feasible.