

مدرستنا الثانوية الانجليزية - الفجيرة
OUR OWN ENGLISH HIGH SCHOOL-FUJAIRAH

CYBER BULLYING POLICY



CYBER BULLYING POLICY

Implemented Date	April 2020
Review Date	September 2020 – Reviewed
Next Review Date	April 2021 – Reviewed
Next Review Date	April 2022 – Reviewed
Next Review Date	April 2023

CONTENT	PAGE NUMBER
statement of intent	3
objectives of the policy	3
what is cyberbullying	3
types of cyberbullying	4
severity of cyberbullying	5
signs and symptoms of bullying	5
reasons why bullying occurs	6
roles and responsibilities	7
principal and senior leadership team	7
role of the staff	7
role of the counsellor	8
role of parents	8
role of students	8
reporting procedure	9
procedures to deal with incidents of cyberbullying	10
the role of students in case an incident occurs	10
the role of teachers in case an incident occurs	10
the role of counsellor / DSL in case an incident occurs	11
the role of the principal and safety lead in case an incident occurs	11
reference policies	11
online references	11



STATEMENT OF INTENT - All members of the community remain safe in Cyberspace.

Our Own English High School is committed to providing a caring, friendly, safe and positive environment for all the pupils so that they can learn in a relaxed and secure atmosphere. Our children know more than we think they know, and less than they think they know. They are swimming in oceans of data, communications, and media. While we call members of this generation “digital natives” – those with the ability to consume, create, absorb, and navigate everything in the digital spectrum – in truth, our children are in danger of being overwhelmed by this 24/7 unfiltered digital world without our guidance. While we carefully oversee other areas of their lives, many of us are unintentionally negligent when it comes to their digital experiences. Though we may be uncomfortable with the full scope of our responsibility in the digital world, ignoring it won't make it go away.

Bullying of any kind, including cyberbullying is unacceptable at our school. If cyberbullying does occur, pupils should be able to tell and know that incidents will be dealt with promptly and effectively and any such cases will be immediately reported to the Principal/Head of The Section / Supervisors/ Counsellor.\

OBJECTIVES OF THIS POLICY

According to the latest data from UNICEF, half of students aged 13 to 15 worldwide – around 150 million – report having experienced bullying or a physical fight. This not only negatively impacts their learning but has a significant effect on their health and well-being. According to UNESCO, students who were bullied were two and a half times more likely to have trouble sleeping at night than those who were not bullied, and twice as likely to have seriously considered attempting suicide.

Bullying and other forms of peer-to-peer violence are increasingly a feature on various online platforms – on social media, instant messaging, gaming, and online forums. The potential for bullies to hide behind a nameless profile, to pose as someone other than themselves and – in a single click – instantly disseminate violent, hurtful or humiliating words or images is unprecedented. Once such content is posted, deleting it is difficult, which increases the risk of victims being revictimized and makes it hard for them to recover.

- All management team members, teaching and non-teaching staff, pupils and parents should understand what cyber bullying is.
- All management team members, teaching and non- teaching staff should know what the school policy is on cyberbullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on cyberbullying, and what they should do if cyberbullying arises.
- As a school we take cyberbullying seriously. Pupils and parents should be assured that they will be supported when cyberbullying is reported.
- In all cases there will be Zero tolerance to cyberbullying.

WHAT IS CYBERBULLYING?

Cyber bullying is the use of aggression online with the intention of hurting another person. This may be in the form of text, photos or videos which results in pain and distress to the victim.

For an action to be classified as bullying it should satisfy the following conditions:

- The actions are intended to hurt someone or put them under stress.
- The person being targeted cannot defend himself or herself adequately, for example because he or she is physically weaker, outnumbered (having no supporters) and does not have the skills to resist. There is ALWAYS a power imbalance.
- Typically, it is repeated over time.
- It is not the same thing as fighting or quarrelling between people of equal power. • Nor is it the same thing as friendly teasing, which the target acknowledges as being made in fun.
- It is regarded as unfair. The victim does not deserve to be treated that way.

The Elements of Bullying are as below.



TYPES OF CYBERBULLYING

Impersonation

Probably the most common form of impersonation involves fake accounts or profiles designed to impersonate the victim. One form of impersonation, known as 'fraping,' involves someone gaining unauthorized access to the victim's social media account, impersonating them and posting inappropriate content as the victim," says Margaret Arsenault, co-founder and chief executive officer of Face2Face Youth Group Inc. "While some kids may think of it as a harmless prank, impersonating someone online and damaging their very real — and arguably fragile — reputation can have serious consequences. We remind the kids we interact with that once something gets out to the internet, it's impossible to control it. Even things that are deleted can exist as many, many electronic copies elsewhere and resurface.

Cyberstalking.

Cyberstalking is when someone uses technology to repeatedly harass, intimidate and threaten someone. Cyberstalks may keep tabs on their victims and make attempts to meet them. Many cases of cyberstalking involve adults grooming teenagers to have sexual relationships with them.

Flaming.

Flaming is when people post derogatory comments on someone's web or social media page or through instant messages, emails or chat rooms. This generally occurs during an online fight, and the communication is usually filled with angry and foul language.

Outing.

This type of cyberbullying involves sharing someone's private information in order to publicly humiliate him or her. Outing can include posting photos, emails, text messages or videos on the internet or forwarding them to other people.

Harassment.

Harassment involves the constant sending of malicious, abusive or threatening messages to an individual or group online. This can be done to the victims in public or private. Harassment can be racial or sexual in nature.

Trolling.

This is the granddaddy of all cyberbullying techniques. It's a term almost as old as the internet itself. Trolling is the deliberate act of provoking a response through the use of some type of inflammatory statements — such as using insults and bad language — in an online forum," Arsenault says. "Back in the day, trolling was found on bulletin boards and on similar online forums. Today trolls 'live' on social networking sites. The goal is generally to incite someone to anger, perhaps so they post something inappropriate or embarrassing. Trolling is often done to try to make the troll feel better by making others upset.



Trickery.

Like outing, trickery involves revealing private information about another person. When someone engages in this type of cyberbullying, the person befriends someone and gains his or her trust with the specific intention of sharing that person's embarrassing information online.

Catfishing.

Catfishing is when someone pretends to be someone they are not and sometimes assumes another person's identity online, including the identity of the victim," says Jennifer Ponce, prevention education manager with Laura's House. "They might do this to post inappropriate content or manipulate and hurt other relationships the victim has online.

Denigration.

This occurs when someone posts rumors and gossip about someone online. Cyberbullies use denigration in order to ruin the target's relationships and reputation.

Exclusion.

Exclusion is creating groups or events and excluding someone on purpose. This can also happen by not tagging someone in a photo or inviting them to an event, as well as excluding someone from an online conversation.

SEVERITY OF CYBERBULLYING

As well as the type of case, the severity of the bullying needs to be taken into account . It is unreasonable to treat thoughtless (though hurtful) teasing in the same way as continual cyber bullying. The following suggests how bullying is generally distributed in a school. The following should be considered when measuring the severity of bullying:

- **The nature** of the action, e.g., Mild teasing versus abuse such as sexting, racial slurs, use of foul and derogatory remarks, belittling, insulting or humiliating the victim.
- **The duration** of bullying, whether over a short or long time
- **The frequency** of bullying acts, whether daily, weekly or less often.

Low severity commonly involves thoughtless periodic teasing, name calling and occasional exclusion. This can be annoying and unpleasant and can escalate and then involve more serious forms of bullying. Most bullying is at this level that needs to be investigated before escalating to a higher level.

An intermediate level of bullying occurs when a child is subjected for an extended period of time to forms of harassment which are both systematic and hurtful. These may include cruel teasing, continual exclusion and some form of threats.

Severe bullying occurs when the harassment is cruel and intense, especially if it occurs over an extended period and is very distressing to the victim. It frequently involves serious abuse that might include racial slurs, messages images that are sexual in nature, constant humiliating and insulting the victim causing psychological damage.

It is the responsibility of all students, staff and parents to report bullying at the initial stages before it reaches a more severe and psychologically damaging stage.

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behavior that he or she is being cyberbullied. Parents and teachers should be aware of these possible signs and that they should investigate if a child:

Psychosomatic

- Non-specific pains
- headaches
- abdominal pains
- mouth sores

School related behaviour:

- Sudden decline in school performance
- Constant absenteeism in the online class or on campus class
- Afraid of riding on the school bus / entering the classroom



- Asking to be driven to school
- Unwilling to go to school
- Deterioration in schoolwork
- Coming home starving (because lunch money was taken)
- Reporting loss of possessions
- Asking for or stealing money (to pay the bully)

Changes in social behaviour

- Having fewer friends
- Not wanting to go out
- Being invited out much less often
- Emotional indicators
- Appearing upset, unhappy, lonely, tearful, distressed
- Becoming withdrawn and depressed
- Stammering
- Suicidal thinking
- Unexpected mood swings

Worrying behaviour

- Irritability and temper outbursts
- Stopping eating
- Over-eating
- Being unable to sleep
- Nightmares
- Bed wetting
- Crying out during sleep
- Refusing to say what is wrong.

Indicators of poor health

- Being generally tired or run-down
- Low resistance to infection
- Recurring illnesses
- Threatening or attempting suicide

Digital Behaviour

- Is afraid to go online on certain sites
- Seems distressed , worried , anxious when a message is received
- Does not feel comfortable sharing or disclosing online activity
- Is usually secretive, discreet about his / her device
- Shows a sudden decrease in online activity

These signs and behavior could indicate other problems, but cyberbullying should be considered as a possibility and should be investigated.

REASONS WHY BULLYING OCCURS

- They think that bullying pays: in some schools they are admired by others; they are able to get what they want; and they are less likely than others to be victimized.
- Being constitutionally aggressive and impulsive makes them constitutionally more inclined to engage in bullying.
- They enjoy making others submit to them.
- Bullying others is consistent with a macho or imposing image a person may have, especially if one is male but increasingly so for females.
- It seems like fun especially when one is part of a group engaged in teasing someone.

Having relatively low levels of empathy results in a bully being unaffected by the evident distress of others

- Prejudice leads them to believe that some kinds of people deserve to be bullied, for example people of a different ethnic group or of a different interest.
- A generalized hostility towards others has been engendered by negative experiences with parents and families, especially feeling unloved and/or overcontrolled.



- They have been influenced by aggressive 'models' in real life and/or by viewing violent videos.
- The victim is perceived as having provoked the negative treatment. Commonly bullies see their bullying behaviour as "pay -backs."
- Chronic boredom at school may result in bullying as a means of making life more interesting.
- The achievement of desired goals is seen as more important than the insensitive means employed to attain them.
- They see it as part of their role, e.g., as a prefect or class leader.
- Some of these proposed explanations for bullying behaviour relate to personality, others to the social context or to social and societal influences. Each may contribute in some way.

ROLES AND RESPONSIBILITIES:

Principal, Senior Leadership Team

- The Principal being the Child Protection Officer, has overall executive responsibility for the safety and welfare of members of the School community.
- The Designated Safeguarding Leads (DSL) are senior members of staff from the Senior Leadership Team and the School Counsellor with lead responsibility for safeguarding and child protection. The responsibility of the DSL includes managing safeguarding incidents involving the use of Technology in the same way as other safeguarding matters, in accordance with the School's Safeguarding & Child Protection Policy.
- The DSLs will work with the IT Manager in monitoring Technology uses and practices across the school and assessing whether any improvements can be made to ensure the online safety and well-being of students.
- The DSLs will regularly monitor the Incident Logs maintained by the IT Administrator and the school counsellor. The school counsellor also has a prominent role in safeguarding as mentioned in the cyberbullying, child protection and reporting policy.
- The DSL will regularly update other members of the SLT on the operation of the school's safeguarding arrangements, including online safety practices.

School Counsellor

The Counsellor will play a prominent role in dealing with cyberbullying incidents as per this policy and that of the MOE Behaviour guidelines and MOE Distance Learning Behaviour guidelines, Child Protection Policy and Online Safety Policy.

Responsibility of the school Counsellor include:

- All reports of incidents related to online safety, safeguarding and cyberbullying are immediately acted upon as soon as those are brought to her notice.
- Share such reports and logs with the designated DSL.
- Inspect the evidence that have been provided and assist in the investigation of the incident.
- Offer counselling and support both to the perpetrator and the victim.
- Record MoMs of meetings with parents with regards to online safety, safeguarding or cyberbullying incidents.
- Provide a comprehensive report at the end of the investigation to the Behaviour Management Committee.



- Monitor students who have been found to engage in cyber-bullying or violate the norms laid down in the MOE Behaviour guidelines and Safeguarding & Child Protection Policy.
- Create a behaviour Intervention Plan where necessary and oversee its implementation by the respective teachers

All staff

- All School staff have a responsibility to act as good role models in their use of Technology and to share their knowledge of the school's policies and of safe practice with the students.
- Staff are expected to adhere to each of the policies referenced on page no.
- All staff educate student about e safety measures and how to be safe online.
- Teachers assign digital leader and cascade clear responsibilities for the same.
- Staff have a responsibility to report any concerns about a pupil's welfare and safety in accordance with this policy and the School's Safeguarding & Child Protection Policy.
- Contribute to this policy and digital citizenship to improve the overall online curriculum of the school.

Parents

- The role of parents in ensuring that students understand how to stay safe when using Technology is crucial. The school expects parents to promote safe practice when using Technology and monitor their wards online activities
- support the school in the implementation of this policy and report any concerns in line with the School's policies and procedures.
- talk to their child / children to understand the ways in which they are using the internet, social media and their mobile devices and promote digital citizenship and responsible behaviour.
- encourage their child to speak to someone if they are victims of bullying or are concerned about their own safety or that of another pupil or need support; and
- Monitor their wards online activities to ensure they are safe online
- Refer their ward to the counsellor should they notice signs of distress or any indication that the child is being bullied.
- If parents have any concerns or require any information about online safety, they should contact the DSL who will coordinate with the counsellor.

Students

- The role of students to understand how to stay safe when using Technology is crucial. The school expects students to be aware of safe practice when using Technology.
- The safe use of Technology is also a focus in all areas of the curriculum and key safety messages are reinforced as part of assemblies and tutorial/pastoral activities, teaching students about the risks associated with using the Technology and how to protect themselves and their peers from potential risks.

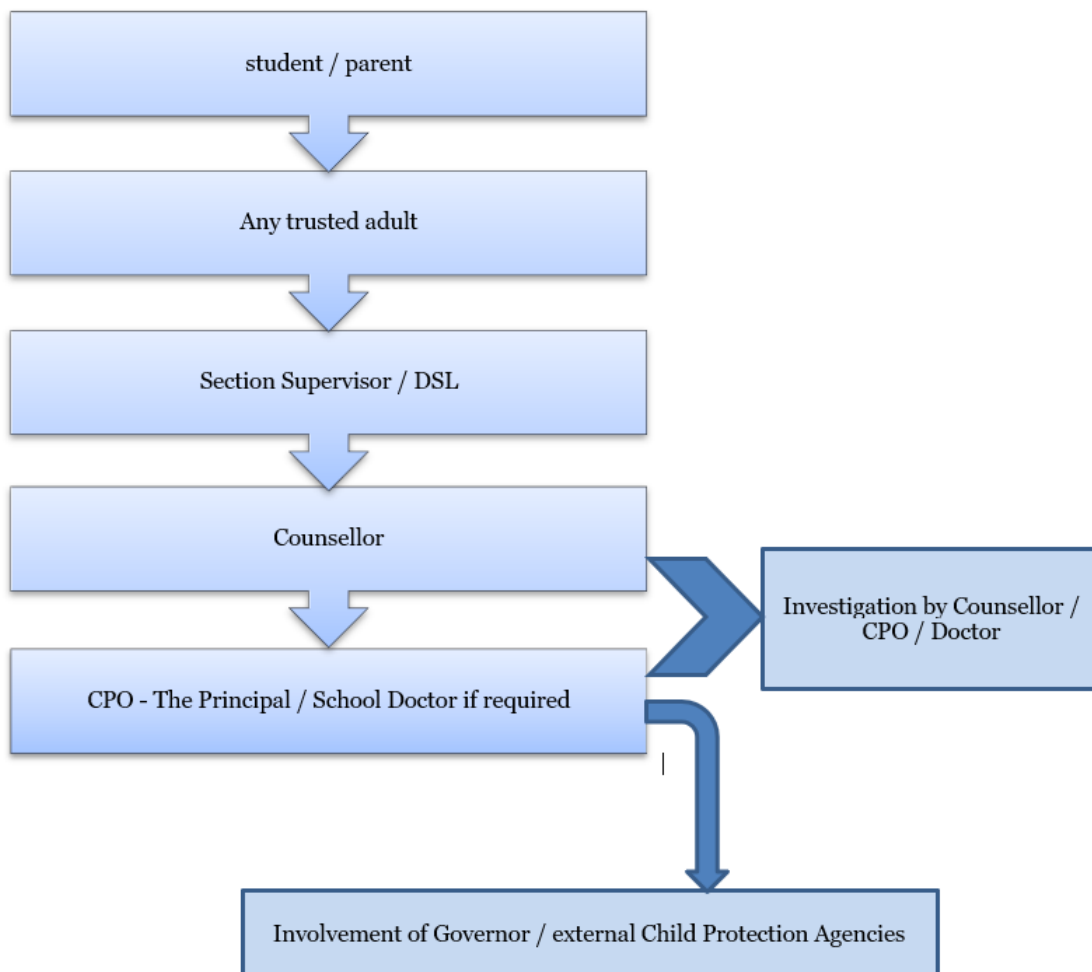


- To be critically aware of content they access online and guided to validate accuracy of information.
- How to recognise suspicious, bullying, radicalisation and extremist behaviour.
- The definition of cyberbullying, its effects on the victim and how to treat each other's online identities with respect.
- The consequences of negative online behaviour in line with the Behaviour Policy
- How to report cyberbullying and/or incidents that make students feel uncomfortable or under threat and how the school will deal with those who behave inappropriately.
- Actively participate and contribute to the digital citizenship program.
- Contribute to this policy via their inputs shared through the Prefects of the Student Council.

REPORTING PROTOCOL

Why is it important to respond to Cyberbullying?

Cyberbullying hurts. No one deserves to be a victim of cyberbullying. Everybody has the right to be treated with respect and dignity even in the online world. It is the responsibility of all students, staff and parents to report bullying at the initial stages before it reaches a more severe and psychologically damaging stage. Pupils who engage in cyberbullying need to be educated regarding its effects and learn alternative ways of behaving.



PRODECURES TO DEAL WITH INCIDENTS OF CYBERBULLYING

All students are encouraged to report incidents of cyberbullying to a trusted adult in their school or their parents. It is the duty and responsibility of all staff students and parents to report incidents of bullying so that it can be dealt with effectively.

If a cyberbullying incident is seen or reported by a student to any teacher or class teacher, immediate action must be taken and children involved must be counseled. As soon as the school receives a report that a child has been cyberbullied, the Principal/ Heads of Section/ Supervisors/ Counsellor is informed.

Role of students in case an incident occurs :

- All Students are encouraged to refrain from retaliation whether witnessed or victims.
- Students must report all forms of cyberbullying to any trusted adult whether they themselves are the victims or they know of a fellow student who is being subjected to bullying
- Students must refrain from promising confidentiality to peers in the event that an incident is reported to them



Role of teachers when an incident is reported :

- Teachers report the incident to the concerned supervisor / DSL
- In the event that the evidence of bullying is clear and available, the same is forwarded to the concerned DSL and counsellor
- Teachers do not ask too many questions or investigate the incident
- Remain calm and show empathy to the student
- Do not retaliate or question the bully yet
- In the event that the evidence of bullying is clear and available, the same is forwarded to the concerned DSL and counsellor
- Teachers reiterate and encourage all students to report cases and educate students about online safety measures



- Once reported, the incident report will be documented and forwarded to the Counsellor, Section Supervisor and the Principal.

The role of the counsellor / DSL in case an incident is reported

- The counsellor in collaboration with the DSL identify the type of bullying , the severity and the frequency of the bullying.
- The counsellor identifies a breach in the behaviour policy in line with the MOE Behaviour Policy degrees
- The identified bully, victim and witnesses will be spoken to, and all incidents or allegations of bullying will be fully investigated and documented by the counsellor in coordination with the Subject Teacher/Class Teacher/Supervisor/Principal.
- The CPO and Safety Leader are informed about the incident reported.
- Parents will be notified about the incident by the class teacher once investigated / advised by the counsellor
- Parents of the bully and the victim are called for a meeting.
- The meeting is conducted with the Counsellor, safety Leader and DSL.
- Both the bully and the victims will be offered counselling and support, independently.
- If found guilty, appropriate steps including suspension of E-learning classes, will be taken in accordance with the MOE Student Behaviour Management Distance Learning Policy 2020 and the school Child Protection Policy.
- The identity of the students and the violation will be treated with appropriate confidentiality by the Behaviour Management Committee.
- The student found to be guilty of bullying others will be monitored and monthly reports sought to ensure that he/she does not repeat such an act.
- In the event that a student of determination is a victim or perpetrator, the SENDCO is involved in the investigation of the incident.

The role of the Principal and Safety Leader in the event of an incident

- The Principal and safety leader are informed of the incident
- The Principal along with the Safety Leader, counsellor and DSL investigates the incident and is the decision maker regarding further procedures
- The Principal and / or safety leader speaks with the parents if necessary to ensure safety and confidentiality
- The Principal and / or safety leader makes the decision in case an incident needs to be reported to the CPU or external agencies

All procedures and penalties will be implemented as per the MOE Behavioural guidelines and MOE distance Learning guidelines.

REFERENCE POLICIES

This policy should be read in conjunction with the following policies and procedures at OOF:

- Attendance Policy
- Behaviour Policy
- Professional Standards in Online Communication
- Professional standard for staff
- Anti - Bullying policy
- Child Protection Policy
- Personal, Social and Health Education Policy
- Online Safety Policy

ONLINE REFERENCES IN CREATING THE POLICY

[https://www.moe.gov.ae/Ar/ImportantLinks/Documents/AcademicGuidance/Addressing%20Bullying%20in%20Schools%20-%20Training%20Manual%20\(Electronic-English\).pdf#search=CYBER%20BULLYING%20POLICY](https://www.moe.gov.ae/Ar/ImportantLinks/Documents/AcademicGuidance/Addressing%20Bullying%20in%20Schools%20-%20Training%20Manual%20(Electronic-English).pdf#search=CYBER%20BULLYING%20POLICY)

<https://blogs.unicef.org/blog/bring-bullying-to-an-end/>

