

**St John's C of E (VA) Primary School**  
**Policy on managing the safe use of Electronic Communications including the Internet**  
**and email**  
DRAFT

**Date:** September 2010

**Date of Review:** September 2011

### **Introduction**

This policy forms part of the school's ICT Policy and is written for pupils and staff. Where staff use the Internet at home for their work, they must be mindful that at all times they comply with the school's responsibilities towards the pupils and that no material is used for improper purposes. This policy will also relate to other pupil policies including those for behaviour and for personal, social and health education (PSHE) including citizenship.

### **Overview**

The purpose of Internet and e-mail use at school is to raise educational standards, to support the professional work of staff and to enhance the school's management information and business administrative systems. The school encourages use of the rich information resources available on the Internet and the use of modern technology, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental for our pupils in their future lives.

All users are expected to demonstrate a responsible approach to the use of the resources available to them and to show consideration for other users both locally and those they may contact on the Internet. All users are expected to understand this policy and to make the Head Teacher aware of any issues that require further clarification or information.

All school Internet users are expected to follow the conditions in this policy. Any breach of these conditions may lead to withdrawal of the user's access to the Internet and in some cases may lead to criminal prosecution. For employee's a breach may be considered a breach of the employee's conditions of service which could lead to dismissal on grounds of gross misconduct.

Use of the Internet and e-mail facilities is intended for educational purposes only. All Internet users should be aware that all access is logged and that any material viewed may be viewed later by other users as well as the system administrator. Private use of the facilities during school time must be agreed by the Head Teacher or Deputy Head Teacher but will be subject to the same guidelines that would apply for the use of the facilities for educational purposes. Staff may use the facilities in their own time but they must use it in a responsible manner. Staff are not allowed to take images of children using their own equipment or download images of pupils on their own computers or other hand held devices.

### **Guidelines for the use of the Internet**

Supervision of Internet use is recognised as difficult to monitor. The following points are intended as a guide and are not considered comprehensive:

- a Access must be made via an individual's own personal log in.
- b All internet use must be appropriate eg for student's education, lesson plans or teaching and learning activities.
- c Internet use should be structured around clear teaching and learning goals set in the context of well framed tasks.

- d All pupil Internet sessions must be supervised by an adult competent in the use of the Internet.
- e Screens should be visible in public areas.
- f No personal details should be given out over the Internet except in carefully approved circumstances.
- g All electronic orders placed on the Internet must comply with the school's financial policy.
- h All copyrights must be respected.
- i The school's system administrator will ensure that the anti virus software is current.
- j Any questionable material received by Internet or e-mail must be reported to the supervising adult, Deputy Head Teacher or Head Teacher.
- k Any software downloaded from the Internet must be virus checked, licensed and registered.

The following actions, which are not comprehensive, are considered unacceptable:

- a Use of Newsgroups, chat rooms, Beebo, Facebook or other similar sites unless specifically told so to do by the supervising adult.
- b Use of the Internet for gambling, political activity, advertising or financial gain.
- c Use of the Internet or e-mail for access to, creation of, transmission or publication of any offensive, obscene or indecent material.
- d Any breach of confidentiality that results in material being inappropriately displayed or available to others.
- e Supply of material for use in obscene or indecent material.
- f Use of electronic communications to bully pupils or staff.
- g Creation, transmission or publication of defamatory, abusive, violent or discriminatory material.
- h Any infringements of the Data Protection Policy.
- i Transmission of unsolicited material to other users by electronic communication.
- j Users must not use the school system to hack into other ICT systems.
- k Any activity that threatens the integrity of the school's ICT system is forbidden.
- l Deliberate use of the Internet to waste resources, including those of others, or corrupt or destroy other users data, or violate the privacy of others, or disrupt the work of others.
- m. Deliberate introduction of viruses, worms etc to disrupt the system.

- n. Deliberately overloading the system to the exclusion of others by downloading excessive volumes of material.
- o. Any use that will bring the school into disrepute

### Cyber Bullying

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

'the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others. [Bill Belsey, [www.cyberbullying.ca](http://www.cyberbullying.ca)]

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

- **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.
- **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.
- **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.
- **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.
- **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.
- **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

As with all other forms of bullying, cyberbullying is unacceptable and will be dealt with very seriously. Any known instances of cyberbullying should be reported to a member of the senior leadership team and records will be kept of any instances. Once investigated, instances of cyberbullying could lead to the rights of the aggressor to use the Internet being withdrawn.

### Agreement between Parties

Parents and staff will be asked to agree to this policy when either they or their children use the Internet. A Staff/School Agreement is given to all new staff and a copy of their signed agreement is kept on their personal file (Appendix A). A letter and E-Safety agreement form will be sent to parents/carers when each pupil starts at St John's and a copy will be held on the pupil's file (Appendixes B and C).

## **Staff/School E-safety agreement including acceptable use of electronic communications**

St John's C of E (VA) Primary School provides staff with access to the Internet and e-mail facilities to support the teaching and learning opportunities available to pupils. Whenever staff use these facilities, they are responsible for their own actions in accessing networked sites. This Responsible Internet Use statement will help protect students, staff and the school by stating what is acceptable and what is not.

- Access must only be made via the user's authorised account and password, which must not be given to any other person.
- School computer and Internet use must be appropriate to the student's education or to staff professional activity.
- Copyright and intellectual property rights must be respected.
- Users are responsible for email they send and for contacts made.
- Emails should be written carefully and politely. As messages may be forwarded, email is best regarded as public property. Staff should only email parents for professional reasons and should do so using their school email address.
- Anonymous messages and chain letters must not be sent.
- The use of public chat rooms or social networking sites is not allowed.
- The school ICT systems may not be used for private purposes, unless the head teacher/ ICT subject leader has given permission for that use.
- Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- The security of ICT systems must not be compromised, whether owned by the school or by other organisations or individuals.
- Irresponsible use may result in the loss of Internet access.
- Members of staff must agree to abide by this policy and confidentially respect any information which they access through Local Authority or professional sites.
- Staff are expected to ensure that their pupils only use the school's system for authorised work. They need to be alert to the use of electronic media for bullying and to ensure that such actions are not tolerated.
- Staff are encouraged to only print essential material and should check the length before printing.

All staff are expected to abide by the school's policy whenever they use electronic communications. Staff need to be particularly aware that it is not just their actions in school time on the school's systems that matter: they need to be aware that the improper use of electronic material can result in legal action. Therefore, in particular staff are not allowed to take images of pupils using their own devices or download images of pupils on their own computers or hand held devices, as much for their own protection as the protection of the pupil.

Staff are expected to take care when using the Internet, particularly social networking sites. Information placed on such sites can be accessed worldwide and all staff should be mindful that inappropriate images, blogs and dialogues can be damaging to their professional reputation, which may lead to formal procedures being carried out. This also applies to use of such sites at home.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of Emails and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or that the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

### **Declaration**

I agree to abide by the School's Acceptable Use of Electronic Communications policy and I understand that if I break this agreement I will lose my access to the use of the facilities and further action may be taken.

**Name:**

**Date:**

**Staff Signature:**

Dear Parent/Carer

### **Use of the Internet and e-mail by pupils**

During their time at school pupils will, as a requirement of the National Curriculum, be expected to gain skills in the use of the Internet and e-mail. Naturally we wish this to be done in as safe and controlled environment as possible so as to avoid exposure to unsuitable sites and to protect the security of all our children. The purpose of this letter is to outline the steps we will be taking to provide this protection and to explain the role you and your children have to play in this.

Access to the Internet during lesson times will always be under the instruction of a member of staff. Children may be directed to a specific web site or may use a search engine to research a particular topic. In order to prevent them from viewing unsuitable pages, the school has internet filters to control the sites children visit. Whilst we have done all that we can to protect everyone we realise that occasionally pop ups or unsuitable web pages may appear and therefore a member of staff will be present whilst the Internet is being used.

All pupils will be made very aware of school rules concerning the use of the Internet (outlined in the User Agreement form) before they are allowed to log on. These rules are contained in a policy document called the "Policy on managing the safe use of Electronic Communications including the Internet and email", which has been agreed by governors. Staff are also bound by the terms of this document.

When children first begin to use e-mail, they will only be contacting other pupils within the school. This will extend to include children in other schools with whom we hope to establish links and other authorised recipients. They will not be sending general e-mails to unknown people. There are other rules also governing the use of e-mails of which the children will be made aware, such as not giving out personal details, to ensure their security.

As with all other school rules we want to work in partnership with you and therefore we would like you to reinforce with your children the need for them to follow the rules concerning Internet use laid down in school. If they do this, the World Wide Web will be a perfectly safe and incredibly stimulating environment in which to learn. We will do all we can to ensure safe and educative Internet use. This will be done through an agreement for all parents/carers to sign stating their child is allowed to use the Internet and email and that they understand and accept the conditions for their use. Without such authorisation your child will not be allowed to use the ICT facilities at school to access certain areas of the National Curriculum which we are required to teach (not just the ICT curriculum).

Please sign the attached document and return it to school as soon as possible. If there is anything about this letter, or the agreement, that you would like to discuss in more detail, please do not hesitate to contact me.

Yours sincerely,

Martina Martin  
Head Teacher

Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

**School rules on the use of the Internet**

- I will log in only using my own account and log in details;
- I will not access other people's files;
- I will use the computers only for schoolwork and homework;
- I will not bring media storage devices into school without permission;
- I will ask permission from a member of staff before using the Internet;
- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and sensible and will not be hurtful or upsetting to others;
- I will ask for permission before opening an email or an email attachment sent by someone I do not know.
- If I see anything I am unhappy with or I receive a message I do not like I will not respond to it but will tell a teacher/ responsible adult.
- I will not give my personal details including my home address or phone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;
- I will not use internet chat rooms
- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room unless my parent/ carer or teacher has given me permission and I take a responsible adult with me.
- To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or I receive a message I do not like;
- I understand that the school can check my computer files and the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

I agree to follow the school rules when I use the Internet and I realise that if I break these rules I could be stopped from using the Internet or computers.

Child signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Parental/Carer Permission**

As parent/carers of the child named above, I grant permission for my son/daughter to use e-mail and the Internet. I have discussed the school rules with my child and I understand that children will be held accountable for their own actions and if my child breaks any of these rules he/she may lose permission to use the facilities in school and that further action may need to be taken. I understand that the school can check my child's computer files, and the Internet sites they visit, and that if they have concerns about their e-safety or e-behaviour that they will contact me

I will support the school by promoting safe use of the Internet and digital technology at home and will inform the school if I have any concerns over my child's e-safety.

*I understand that this agreement will apply from the date below until such time as my son/daughter leaves the school.*

Parent/carers signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Cyber Bullying - A guide for schools

Mobile phones and computers have become essential items that allow us to keep in touch with our friends, families and colleagues, as well as providing us with unlimited access to information via the Internet. However, as new technologies have developed mobile phones and computers have become the new weapon of choice for those who bully. This document explains how cyberbullying is different from other forms of bullying, how to respond and combat misuse through a shared responsibility, and how to promote and develop a culture of confident technology users to support innovation, e-safety and digital literacy skills.

### What is Cyberbullying?

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

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

- **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.
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- **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.
- **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.
- **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond

### The Law

**Education Law:** 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: Protection from Harassment Act 1997, which has both criminal and civil provision, Malicious Communications Act 1988, section 127 of the Communications Act 2003, Public Order Act 198

## **Emails**

Like bullying by text message, e-mail provides a reasonably 'anonymous' method for those who bully. Young people in schools have been known to steal passwords and send out threatening e-mails or instant messages using an assumed identity. Computer literate young people may build whole Websites, often with password protection, to target specific students or teachers.

Children and young people should exercise caution over who they give their e-mail address to.

Children and young people should be advised not to respond to malicious or threatening messages, even though they may really want to, this is exactly what cyber-bullies want. Tell a teacher, parents/carer or friend. Advise children and young people not to delete malicious or threatening e-mails, but to keep them as evidence of bullying. If the e-mail is being sent from a personal e-mail account, this should be reported to the sender's e-mail service provider. Many e-mail programmes also provide facilities to block e-mail from certain senders.

If the bullying e-mails continue, and the e-mail address of the sender is not obvious, it is possible to track the address using 'e-mail tracking software. Once you know the identity of the bully, get in touch with your Internet Service Provider (ISP) who can then block the sender. In certain cases it may be easier to change your email address.

Schools are encouraged to develop an 'acceptable use policy' that detail the ways in which ICT facilities can and cannot be used in school. This should cover:

Appropriate use of email and the internet

A statement regarding bullying by email

Actions for reporting misuse

Sanctions for misuse

## **Chat rooms**

Aside from the general risks of using chat rooms and instant messaging (IM) services, these are also being used by children and young people to bully and intimidate others. Chat rooms have an element of anonymity that can lead to bullying. Groups are often formed in chat rooms just as they would be in school, and can be used as a way of excluding or harassing others.

### **Protecting Children & Young People**

Children should be encouraged to always use moderated chat rooms and to never give out personal information whilst chatting.

If bullying does occur, they should not respond to the messages, but should leave the chat room and seek advice from a teacher, parent/carer or friend.

If using a moderated chat room, when bullying takes place the system moderators should also be informed, giving them as much detail as possible, so that they can take appropriate action.

## **Mobile Phones**

It is estimated that 97% of 12-16 year olds now own a mobile phone (Mobile Youth 2005) and an increasing number of children and young people are reporting being bullied via their mobile phone at school and even in their own homes.

Advise children and young people to only give their mobile phone number out to friends and people that they trust.

Children and young people should not respond to an abusive message.

If space permits, the messages should be stored. These can then be used as evidence at a later date.

Encourage children and young people to tell a teacher, parent/carer or friend if they receive unwelcome text messages and/or phone calls.

It may be possible to trace malicious text messages and/or phone calls (even if the number is withheld) by reporting such incidents to your mobile phone company, who can then take steps to trace them.

In certain instances it may be necessary to involve the police.

It may be advisable for children and young people to change their mobile phone number.

## **Preventing Cyberbullying**

. The key first step is deciding who within the school community will take responsibility for the coordination and implementation of cyberbullying prevention and response strategies. Its best if this person is a member of the school's senior management team, responsible for coordinating overall anti-bullying activity. This person will need to have experience of making sure the whole school community contribute to, and are included in, activities.

There is no single solution to the problem of cyberbullying. These are the five key areas schools need to address together to put in place a comprehensive and effective prevention plan:

### **1. Understanding and talking about cyberbullying.**

The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying.

Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse.

Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

### **2. Updating existing policies and practices**

Review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and e-learning strategies.

Review your existing Acceptable Use Policies – the rules that students have to agree to follow in order to use ICT in school – and publicise them to parents and students. Keep good records of any incidents of cyberbullying.

Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

### **3. Making reporting cyberbullying easier**

No one should feel that they have to deal with cyberbullying alone. Reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Provide and publicise different ways of reporting cyberbullying in schools – for instance, a student council taskforce, peer reporting, anonymous reporting – and provide information about contacting service providers directly.

### **4. Evaluating the impact of prevention activities**

Regular reviews are vital to make sure that anti bullying policies are working and are up-to-date. Consider conducting an annual survey of pupils' experiences of bullying, including cyberbullying, and a parent satisfaction survey. Publicise progress and activities to the whole-school community – keep cyberbullying a live issue and celebrate your successes!

## **Responding to Cyberbullying**

All schools should be equipped to deal with cases of cyber bullying through their existing anti-bullying policies and procedures. This section outlines key steps to take when responding to cyber bullying.

### **Supporting the person being bullied**

- Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents.
- Advise on next steps:
  - Make sure the person knows not to retaliate or return the message.
  - Ask the person to think about what information they have in the public domain.
  - Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
  - Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.

- Take action to contain the incident when content has been circulated:
- If you know who the person responsible is, ask them to remove the content;
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

### **Investigating incidents**

All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.

- Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.
- Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

### **Working with the bully and sanctions**

Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

Factors to consider when determining the appropriate sanctions include:

- The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
  - The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile into school.

## Children's safe use of the Internet and email; guidelines to help prevent cyberbullying

**Key Safety Advice  
For Children & Young People**

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
  - Make sure you tell:
    - your school – your teacher or the anti bullying coordinator can help you.
    - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
    - the provider of the service; check the service provider's website to see where to report incidents;

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

**Key Safety Advice  
For Parents & Carers**

1. Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyberbullying:
  - Contact your child's school if it involves another pupil, so that they can take appropriate action.
  - Contact the service provider.
  - If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

## **Guideline for pupils - How to minimise cyber bullying**

There are many ways to minimise the risk of online bullying, some which can be achieved by using simple common sense and others by introducing policies into your school.

### **Keep personal information private**

Personal information should be kept private at all times. This includes details such as name, address, photos of yourself and your friends, email addresses, home and mobile phone numbers, school name, membership of clubs, information on family and friends, and passwords. If bullies don't have access to this information, the less likely they are to be able to abuse it.

### **Don't believe everything you read**

Just because someone online tells you that they are 15 doesn't mean they are telling the truth. Even adults can't tell when a male pretends to be a female or a 50 year old pretends to be a 15 year old.

### **Use netiquette**

Be polite to others online as you would offline. If someone treats you rudely, or is mean, you should not respond. Chances are that the bully will see that they are having no effect, and stop the abusive messages. If not, and the abusive messages continue, seek help from a teacher, parent or carer.

### **Never send messages when angry**

Wait until you have calmed down and had time to think. Do your best to make sure that your messages are calmly and factually written. You will usually regret sending an angry message, sometimes known as a flame or flaming, to someone later on. Once you've sent a message in anger, it's extremely difficult to undo the damage that can be done.

### **Never open a message from someone you don't know**

Delete strange emails or text messages from people you don't know. If in doubt, seek advice from a teacher, parent or carer.

### **If it doesn't look or feel right, it probably isn't**

Trust your instincts. If you ever see anything on the internet, or receive an email or text message that makes you feel uncomfortable, switch off the computer or phone and seek advice from a teacher, parent or carer.

**You don't have to be 'always on' – turn off, disconnect, unplug**

Give yourself a break. Don't stay online for too long. Spend time with your families and friends offline.

**Don't reply to messages from online bullies**

Even though you may really want to, this is exactly what online bullies want. They want to know that they've got you worried and upset. Don't give them that pleasure.

**Protect yourself**

Never arrange to meet someone you have met online.

**Don't keep bullying to yourself**

You are not alone! Tell an adult you know and trust. They can help you combat the online bullying.

## Awareness of the ways the Internet and today's technology can be misused

<b>The table below explores the range of ways today's technology can be used.</b>		
<b>Technology</b>	<b>Great for:</b>	<b>Examples of misuse:</b>
Mobile phone	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, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant messenger (IM)	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.
Chatrooms & message boards	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.
Emails	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.
Webcams	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.
Social network Sites	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.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone
Virtual Learning Environment	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.
Gaming sites Consoles & Virtual worlds	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.

<b>When &amp; How to Contact the Service Provider:</b>	
<p><b>Mobile Phones:</b> 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.</p>	<p><b>02:</b> ncb@02.com or 08705214000</p>
	<p><b>Vodafone:</b> 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.</p>
	<p><b>3:</b> Call 333 from a 3 phone or 08707330333.</p>
	<p><b>Orange:</b> Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.</p>
	<p><b>T-Mobile:</b> Call 150 on a T-Mobile phone or 08454125000. Video-hosting sites:</p>
<p><b>Social networking sites (e.g., MySpace, Bebo, Piczo):</b> 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 network sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or break their terms and conditions in other ways. They can delete the account of those who have broken the rules.</p>	<p><b>Contacts of some social network sites</b></p>
	<p><b>Bebo:</b> 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.</p>
	<p><b>MySpace:</b> reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<a href="http://uk.myspace.com">http://uk.myspace.com</a>), and at the bottom of every page within the MySpace site.</p>
	<p><b>Piczo:</b> reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report Abuse' page can be found at: <a href="http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp">http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp</a>.</p>
<p><b>Video-hosting Sites:</b> 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 <a href="http://www.youtube.com/t/terms">www.youtube.com/t/terms</a></p>	
<p><b>Instant Messenger (e.g., Windows Live Messenger or MSN Messenger):</b> 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.</p>	<p><b>Contacts of some IM providers:</b></p>
	<p>MSN: When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at: <a href="http://support.msn.com/default.aspx?mkt=en-gb">http://support.msn.com/default.aspx?mkt=en-gb</a> to report on a range of products including MSN Messenger.</p> <p>Yahoo!: When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.</p>
<p><b>Chatrooms, individual website owners / forums, message board hosts:</b> 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.</p>	

St John's C of E Primary School

Record of inappropriate use of ICT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Details of inappropriate use of ICT (what occurred, when, where was the computer/ equipment being used)

Action which has been taken

Persons involved

Has the parent/carer been told? Yes / No

Signed: \_\_\_\_\_

Date: \_\_\_\_\_