

## ST JOHN'S CofE PRIMARY SCHOOL ANTI BULLYING DRAFT POLICY AND PROCEDURE

**Date:** September 2011  
**Date of Review:** To be ratified at Full Governors 24/11/11

**This policy should be read alongside our Behaviour Policy.**

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and we aim to create an environment that prevents bullying from becoming a problem in the first place. We strive to create an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is the right way to behave. We have one 'Golden Rule' which is to **Love One Another**. This rule is the foundation of the school's ethos and governs the expectations for high standards of behaviour. It is a fundamental expectation that the Golden Rule is followed by all members of the school community and implemented in all areas of the school's life and environment. The Golden Rule permeates the whole school environment and creates respect for all staff and children. It also helps to develop a clear understanding of how our actions affect others. This is reinforced by staff and older children who set a good example to the rest of the school. If bullying does occur everyone should be confident that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

While this document deals specifically with bullying between children, the school will not tolerate or condone the bullying of any member of the school community, adult or child. If an adult member of the school community perceives that she/he is being bullied, the victim should bring her/his concerns to the attention of the relevant Line Manager or, if this is inappropriate, to another member of the Senior Leadership Team or the Chair of Governors.

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts threatens or frightens another individual or group either physically or emotionally. It can be short-term, or can continue over a sustained period. Bullying can be overt or subtle intimidation and can take many forms, but the three main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, making offensive remarks, *threats of violence*
- Indirect: intimidating looks, spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones or over the internet (cyberbullying)

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

All bullying results in pain and distress to the victim. Bullying hurts. It can be difficult for victims to defend themselves against bullying. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## 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:

- **'virtual' bullying can take place inside or outside school**
- **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 child 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.

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## Indicators of bullying

A child may display signs that could indicate that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to/from school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do less well in his/her school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has items monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is receiving unexplainable texts, emails or messages
- is nervous & jumpy when a cyber message is received

These signs could indicate other problems, but bullying should be considered a possibility and should be investigated. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority Children's Social Care. Even where safeguarding is not considered to be an issue, staff may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child carrying out the bullying.

## Prevention

There is no single solution to bullying. We use a variety of strategies and methods for helping children to prevent bullying. Our key strategies are to:

- **Create** an inclusive environment. We aim to create a safe environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- Frequently **reinforce** our Golden Rule. The Golden Rule is revisited at the beginning of each academic year as a theme for Collective Worship. The Golden Rule continues to apply before and after school hours, whilst children are on the school premises and whilst wearing school uniform to and from school. It is expected that parents/ carers will support the school's Golden Rule at all times.
- **Involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.

- **Involve children** to ensure that they all understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

In addition we:

- Agree class 'Rights and Responsibilities'
- Implement consequences (as per the School's Behaviour Policy) when bullying is proven, ensuring that the consequences of the bullying reflect the seriousness of the incident so that the bully and others see that bullying is unacceptable and wrong.
- Regularly evaluate and update our approach to bullying to take account of developments in technology, for instance updating our 'acceptable use' policies for computers regularly.
- Teach children that using any prejudice based language is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, race, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children, same sex parents/carers, lone parents/carers or children with caring responsibilities.
- Make it easy for children to report bullying so that they are assured that they will be listened to and incidents acted on. The 'Bird Box Post' is a particularly useful tool for this, especially if children are feeling nervous about telling (this includes children reporting bullying which may have occurred outside school including cyberbullying).
- Proactively gather information about issues between children which might provoke conflict. This might involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.
- Discuss bullying in all year groups at an appropriate level as part of the PSHCE curriculum which includes Social Emotional Aspects of Learning (SEAL) and Circle Time.
- Use specific organisations/resources for help with particular problems. We welcome the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.
- Work with the other agencies and the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have been committed.

Other strategies to prevent bullying may include:

- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or Collective Worship
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters
- Taking part in anti-bullying events e.g. Anti-Bullying week in November, the Big March etc.

## **Dealing with Bullying or Suspected Bullying**

Procedures

1. All bullying behaviour or threats of bullying/suspected bullying will be investigated and measures to stop the bullying will be implemented immediately. This also includes bullying incidents that have occurred out of school.
2. All reported bullying incidents will be recorded by staff and reported to the Senior Leadership Team.
3. All cases of bullying will be reported to the parents/carers concerned. Parents/carers may be asked to attend a meeting to discuss the problem.

4. The police will be consulted if it is necessary or appropriate.

#### Outcomes

- The bully (bullies) will be asked to apologise immediately. Other consequences may also take place. In serious cases, suspension or even exclusion will be considered in accordance with the School's Behaviour Policy.
- If possible, the children will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure further bullying does not take place.
- Pastoral support will be offered to all concerned.

Disciplinary measures must be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the children may have and taking into account the needs of vulnerable children. We need to recognise that the victims of bullying might require pastoral support over a lengthy period in order to regain self-confidence. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

If an incident of bullying beyond the school gate is reported to the school, it is important that it is investigated and where appropriate, action is taken. This will send a strong signal to children that bullying will not be tolerated and perpetrators will be held to account.

The Senior Leadership Team monitor incidences of bullying to identify where bullying is recurring between the same children or groups of children. The Head Teacher will report the frequency of bullying incidents to governors each term.

We have clear procedures for staff when dealing with bullying and these are outlined in the appendix. All staff are aware of the school's Anti-bullying Policy through the overarching training on Safeguarding which takes place at the beginning of each academic year.

**Parents/carers have access to this document via the school website or, in paper form by request from the school office. This policy will be made known to prospective parents/carers through distribution in the prospectus pack.**

#### **HELP ORGANISATIONS:**

Beatbullying	020 8771 8550
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Protection from Harassment Act 1997  
Malicious Communications Act 1988  
Communications Act 2003,  
Public Order Act 1986.

## **Appendix A– Guidance for Staff**

*If you come across an incident or report of bullying:*

- Take the incident or report seriously.
- Take accounts from all children involved (several children saying the same thing does not necessarily mean they are telling the truth)
- Avoid making premature assumptions.

When talking to the victim

- Reassure him/ her that the purpose is to be able to explain to the bully/ies exactly what hurt they are causing.
- Try and find out precisely what has happened.
- Try and find out how he/she felt when being bullied and make a careful note of what is said.
- Try to gain the victim's agreement to a meeting to be arranged with those involved in the bullying, to try to solve the problem. It is desirable, but not essential, that the victim should attend this meeting but, if he/she chooses not to attend, then you should report the substance and outcome of the meeting carefully and sensitively to the victim.

When talking to the bully/ies

- Ask the bully/ies about what has been reported.
- Try and find out precisely what has happened.
- Explain that the victim is upset and the reason why.
- Explain that there will be a meeting with all those involved to try to resolve the problem.

At the meeting:

- Try to emphasise the reason for the meeting as being positive - to solve a problem.
- Explain the victim's problem by repeating what you were told about the alleged bullying and the hurt that has been experienced. Make it clear that the school disapproves of actions that make pupils feel hurt or unhappy.
- Try to avoid interjection or justification by those at the meeting; repeat that the purpose of the meeting is to solve the problem of the alleged bullying.
- Ask what can be done to ensure that the problem is resolved.
- Identify any consequences to be implemented in accordance with the School's Behaviour Policy.
- Agree meeting again for review.

After the meeting:

- Inform all parents/carers concerned.
- Make sure that you have a record of what has been agreed.
- Tell a member of the Senior Leadership Team about what you have done and the outcome.
- Agree with the member of Senior Leadership Team any consequences.
- Make sure that you follow up what was agreed in the meeting.
- If the measures taken fail to solve the problem, it may be necessary to consider, in consultation with the Senior Leadership Team, further consequences for a repeating offender.

- Any consequence should be explained carefully to a repeat offender, making it clear that it is being given because the agreements entered into at the meeting have been broken and the offending behaviour has been repeated.
- Follow up regularly to ensure that the bullying has not resumed.

**It is important that a written record is kept of any investigation of bullying, using the BULLYING INCIDENT REPORT FORM which forms part of this Policy.**



**BULLYING INCIDENT REPORT FORM**

Alleged Victim: \_\_\_\_\_  
Alleged Aggressor(s) \_\_\_\_\_  
Reported by: \_\_\_\_\_ Reported to: \_\_\_\_\_  
Date of report: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

**DETAILS OF INCIDENT**  
\* give specific dates and times (e.g. playtime, lunchtimes, after school, during lessons)  
\* try and establish answers to who? What? When? Where? And How?

**WHAT ACTION WILL BE TAKEN?**

**RESPONSE OF THE CHILD(REN) ACCUSED OF BULLYING**

**WHO HAS BEEN INFORMED?** Class teacher? Parents of alleged victim? Parents of alleged aggressor? Other (if so, name/s and connection)

**OUTCOMES OF ENQUIRY**

\* include responses of parents

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Have the contents of this form been shared with the parents of the alleged victim? YES / NO  
If not, when will this happen? Date: \_\_\_\_\_

Have the contents of this form been shared with the parents of the alleged aggressor? YES / NO  
If not, when will this happen? 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.
- **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!

### 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

## **E-mails**

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.

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 e-mail
- Appropriate use of the Internet
- A statement regarding bullying by e-mail
- Actions for reporting misuse, including receipt of mail from unknown senders
- Sanctions for misuse of e-mail

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

- 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 e-mail address

*The British Educational Communications and Technology Agency (BECTA - [www.becta.org.uk](http://www.becta.org.uk)) have published a resource for schools entitled 'E-safety' - on developing a whole school approach to internet*

## **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**

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.

### **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.
7. Make sure you tell:
  - 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;
  - your school – your teacher or the anti bullying coordinator can help you.

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.

**The table below explores the range of ways today's technology can be used.**

<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><b>MSN:</b> 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><b>Yahoo!:</b> 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>	

**Useful sites:**

[www.stoptextbully.com](http://www.stoptextbully.com) [www.cyberbullying.ca](http://www.cyberbullying.ca) [www.becta.org.uk](http://www.becta.org.uk)

[www.kidscape.org.uk/childrenteens/cyberbullying.shtml](http://www.kidscape.org.uk/childrenteens/cyberbullying.shtml)

[www.kidscape.org/childrenteens/cyberbullying.shtml](http://www.kidscape.org/childrenteens/cyberbullying.shtml)

[www.becta.org.uk](http://www.becta.org.uk)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

**Useful contacts:**

Childline offers free confidential help with bullying. Tel: 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk)

NSPCC provides a national 24hr helpline. Tel: 0808 800 5000 or visit [www.nspcc.org.uk](http://www.nspcc.org.uk)

Samaritans offer 24hr confidential advice and support. Tel:

Kidscape provide advice on dealing with bullying. Tel: 08451 205204 or visit [www.kidscape.org.uk](http://www.kidscape.org.uk)