



**SARACENS**  
BELL LANE

## ANTI-BULLYING POLICY

Responsibility of ( <i>see policy tracking sheet</i> ):	Saracens Bell Lane
Approved by:	Local Governing Body
Date Approved ( <i>by above</i> ):	7 <sup>th</sup> October 2024
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## 1. Aims

This policy is based on DfE guidance [Preventing bullying - GOV.UK](#) and supporting documents. It also takes into account the DfE statutory guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) and the Saracens Multi-Academy Trust (SMAT) Procedure for Handling Allegations of Child on Child Abuse.

As an inclusive school which aims to provide opportunities for pupils of all abilities, it is crucial to provide a learning environment and community which enables each pupil to feel happy, safe and valued so that they can enjoy learning and achieve their full potential. Bullying is a whole school issue which requires a consistent approach from all stakeholders. Preventative action is also highly important if bullying is to be tackled effectively.

At Saracens Bell Lane (SBL) we aim to:

- Create a positive and safe learning environment for all pupils so they can achieve their potential
- Ensure that all staff can identify and respond to bullying behaviour consistently across the school
- Educate and support pupils in making decisions which do not deliberately harm or upset others and prevent them from feeling happy and safe in school
- Raise awareness among pupils and parents/carers about the signs of bullying behaviour so they know what action to take if a pupil is being bullied.

## 2. What Is Bullying?

- Bullying is 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. (DfE 'Preventing and Tackling Bullying, July 2017').

It can take many forms such as:

- **Verbal** – name calling, insulting others, making offensive remarks, racist or homophobic remarks, making threats, disrespectful language
- **Physical** – pushing, hitting, kicking, taking others' belongings or hurting the individual with equipment
- **Emotional** – deliberately excluding others, spreading nasty stories or rumours about someone, intimidation and harassment
- **Written** – passing hurtful notes about others, offensive and threatening graffiti or other written material
- **Sexual** – unwanted and inappropriate physical contact or sexually abusive comments including sexism, sexting, youth produced sexual imagery and sexual harassment
- **Cyber** – sending inappropriate and cruel text or video messages, emails or instant messages which are designed to cause harm or offence; encouraging others to participate in spreading harmful text messages, instant messages and emails; setting up websites or contributing to content on social networking sites which aim to embarrass, upset or hurt individuals or groups of individuals; manipulating photographs and images to harm another person; harassing another pupil with repeated and offensive phone calls; using social networking sites to abuse another pupils' personal information or posts without the owner's consent.

### ➤ Child on Child abuse

All adults should be aware that children can abuse other children (often referred to as 'child on child' abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The following groups are particularly vulnerable to bullying and all stakeholders should pay particular attention to this:

- LGBTQ+ (including children questioning their gender) pupils
- Disabled pupils
- Pupils belonging to religious groups
- Ethnic minority pupils
- Travellers
- Pupils with Special Educational Needs and Disabilities (SEND) or More Able pupils
- Pupils who are overweight, looked after children (LAC), pupils from socially and economically deprived backgrounds, young carers.

### **3. Signs and Symptoms of Bullying**

- Pupil does not want to come to school, pretending to be ill, attendance starts to decrease
- Lack of eye contact from pupil
- Pupil starts to withdraw from normal activities in school
- Minimising windows on their computer screen. This could be an indication that malicious emails or messages have been received
- Personality changes e.g. becoming less sociable, lack of confidence, tearful, irritable, hypersensitivity, mood swings, loss of humour
- Changes to eating habits
- Withdrawing from social situations – not spending time with friends, alone at break and lunchtimes
- Negative outlook
- Poor concentration, panic attacks, forgetfulness, fatigue, stress
- Low self-confidence and self-esteem
- Lack of self-worth
- Self-harming and threatening suicide
- Changing their normal route to and from school.

### **4. Preventative Action**

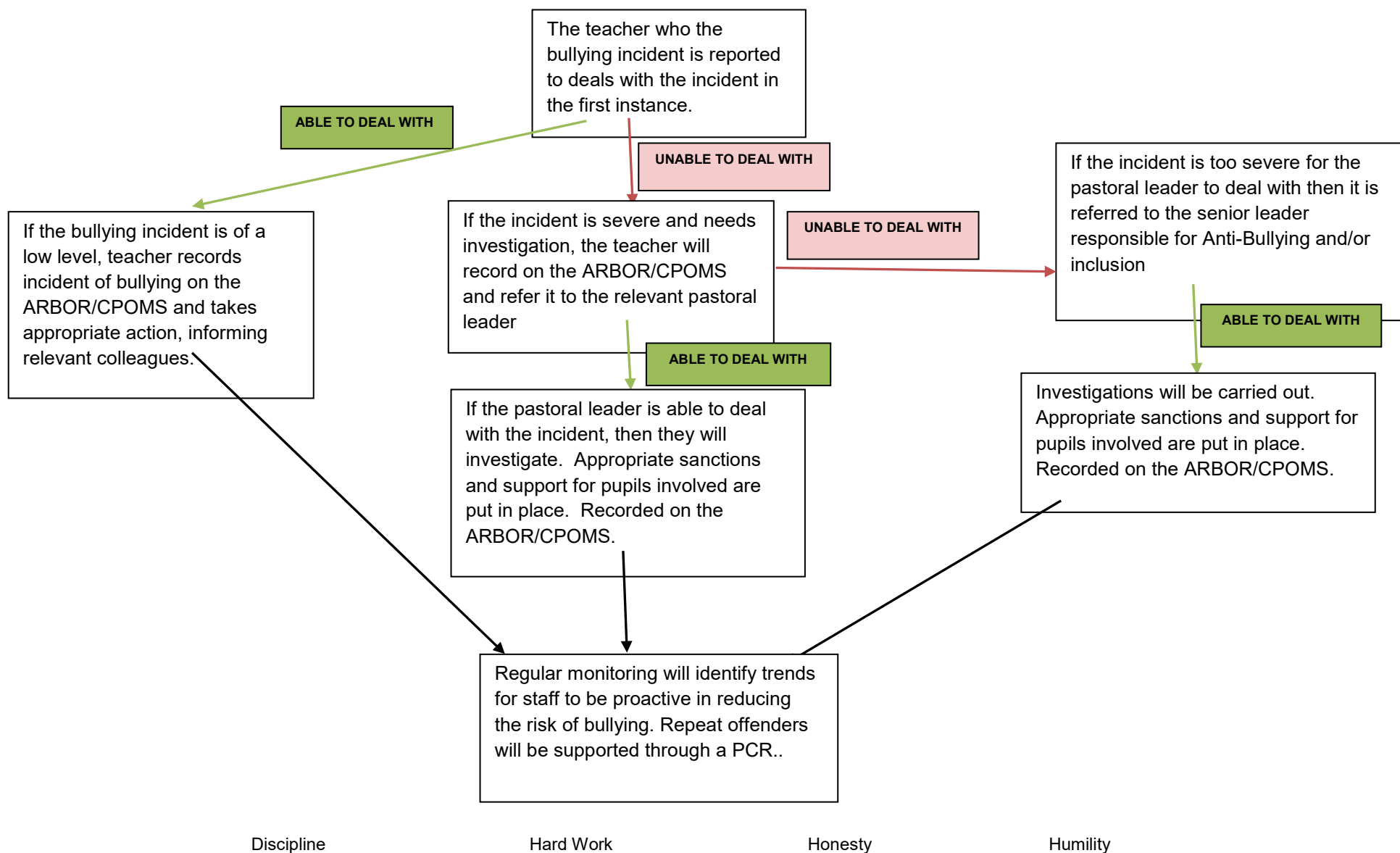
At SBL every member of the school community has a role to play in preventing bullying and creating a safe and positive learning environment for all pupils.

Action will be taken to prevent bullying in the following ways:

- Promoting and maintaining an ethos that encourages respect for others, regardless of each other's differences

- The celebration of different theme months throughout the year, highlighting differences
- Educating pupils on how to recognise 'bullying behaviour' and 'child on child' abuse, helping them to understand the effects of 'bullying behaviour' and modelling appropriate and respectful behaviour through Personal, Social, Health and Economic Education (PSHE) lessons, assemblies and monthly themes (see above)
- Making pupils aware of how to report bullying
- Training staff on how to identify, deal with, and respond to bullying. This should be regularly updated in line with changes to the policy
- Senior Leadership Team (SLT leaders will ensure appropriate and effective supervision of areas of the school which are vulnerable to bullying
- Ensuring that pupils adhere to school policy on mobile phones
- Ensuring that parents/carers are aware of the signs and symptoms of bullying and know how to respond if an incident of bullying occurs
- Raising awareness of anti-bullying campaigns through participation in Anti-Bullying Week and rewarding pupils for positive behaviour
- Utilising mentor where appropriate
- Having clear procedures for responding to bullying. These should be regularly evaluated
- Promoting the positive and safe use of technology and e-safety
- Working with external agencies to promote healthy relationships
- Promoting Mental Health in schools.

## 5. Procedures for Dealing with Incidents of Bullying



## **6. Sanctions and Support for Pupils Involved in Bullying**

The response and sanctions put in place for aggressors will depend on the severity of the incident, the length of time for which it has been occurring, and the impact on the victim. A range of sanctions may be applied.

Appropriate support for the victims and aggressors may include:

- Restorative practice
- Pastoral report
- Mentoring
- Counselling
- Referrals to external agencies
- Suspension and exclusion.

## **7. Dealing with Incidents of Bullying of Staff Members**

Staff who feel bullied by another member of staff/adult should:

- Discuss concerns directly with that member of staff (where possible)
- Discuss with their line manager
- Report it writing to their line manager/Principal/CEO/Chair of Governors as appropriate\*;

Line manager to investigate and take action as appropriate.

\* where an incident involves a line manager, refer to that person's line manager.

## **8. Staff Who Feel Bullied / Targeted by Pupil(s)**

Staff who feel bullied/targeted by pupils should:

- Discuss incident(s) immediately with line manager and/or appropriate pastoral leader
- Record and keep any evidence
- Line manager to decide on appropriate action in conjunction with the targeted member of staff.

Actions may include:

- Meeting with pupil(s) and parents(s)/ carer(s)
- Involvement of external agencies, including the police
- Rearrangement of the pupil's timetable
- Suspension.

Examples of unacceptable bullying of staff include:

- Any form of unauthorised photography or videoing of staff in lessons
- Abusive / inappropriate / personal comments via social media (e.g. Snapchat, Facebook, YouTube etc), any other website
- Abusive / personal comments inside or outside of school.

Any incidents of bullying behaviour towards staff by pupils is never acceptable and will be dealt with swiftly and firmly by the school.

## **9. Useful Websites and Resources**

**Anti-Bullying Alliance:**

<http://www.anti-bullyingalliance.org.uk/>

**Cybermentors:**

<http://www.cybermentors.org.uk/>

**Childnet:**

<http://www.childnet.com/>

**Kidscape:**

<http://www.kidscape.org.uk/>

**Department for Education:**

[Guidance for schools on preventing and responding to bullying](#)

[Preventing and tackling bullying](#)

Cyberbullying - [advice for headteachers and school staff](#)

Cyberbullying - [advice for parents and carers](#)



In today's digitally connected world, children and adults are constantly presented with new ways to engage, react and contribute. We're sociable beings; it's a natural human instinct, especially amongst younger audiences, to want to belong and join in. Viral Challenges (as they're often known) draw on these emotions and, as the name suggests, spread and gather pace very rapidly. New challenges are constantly emerging and evolving. They're often completely innocent, raising awareness of worthy causes or simply providing amusement. However, they can have much more sinister undertones, putting children at risk of physical harm or, in extreme cases, fatal injury.



# What parents need to know about ONLINE CHALLENGES

## MENTAL HEALTH & WELLBEING

As well as having the potential to cause actual physical harm, some challenges can be extremely upsetting for children. Many are created with the sole purpose of instilling fear in an individual in order to coerce them into doing things that could have a long-term emotional effect on them.

## VARYING LEVELS OF RISK

As a parent or carer, it's important to take a balanced view and understand that not everything online has the potential to do harm. Mass-following and interaction can be a force for good. For example, the Ice Bucket Challenge, which swept the nation, set out to raise money and awareness of Amyotrophic Lateral Sclerosis (ALS). At its height, over 28 million people uploaded, commented on, or liked Ice Bucket Challenge related posts on Facebook. It's equally important to be aware though that online challenges often have a darker side. Malicious trends and challenges can expose children to dangerous or even life-threatening situations, so it's critical that parents and carers are aware of the latest risks and understand what steps to take to mitigate them.

## 'FOMO' - FEAR OF MISSING OUT

The 'Fear of Missing Out' (FOMO) is a strong emotional characteristic, particularly displayed in young people. The nature of viral challenges encourages children to explore and push boundaries. They tap into FOMO by feeding on a child's natural desire to join in, be accepted and share experiences with their friends and the wider online community. A recent study also found that FOMO is one of the greatest causes of Social Media addiction.



## STRIVING FOR LIKES

In a major study by the Children's Commissioner, it was found that children as young as ten years old are reliant on 'Likes' for their sense of self-worth. A major concern around viral challenges is not knowing how far children will go to earn 'Likes'. Couple this growing appetite for acceptance with commonplace peer pressure and the potential problem is compounded. The result is that when young people are drawn into online challenges, because it is what all their friends are doing, saying 'no' can seem like a very hard thing to do.

"The coolest person at school will start a trend and then everyone copies her"  
Merran, 12, Year 7

"If I got 150 likes, I'd be like that's pretty cool it means they like you"  
Aaron, 11, Year 7



# Top Tips for Parents



## COMMUNICATION & MONITORING

It's important to talk to your child regularly and monitor their online activities. Encouraging honesty and openness, will give you a much clearer viewpoint of how your child is interacting online and what concerns they have. Create an atmosphere of trust. Ensure they feel they can confide in you or another trusted adult regarding anything they may have seen or experienced online that's upset them.

## THINK BEFORE ACTING

As with most concerns in life, let common sense prevail when it comes to Viral Challenges. Young people need the freedom and space to explore and going in all guns blazing may well be counter-effective. Address the importance of safety and wellbeing, both online and offline, by getting the facts and understanding the risks. Start a discussion about the Online Challenges that may have captured your child's interest, gauge their likely involvement and explain the importance of thinking and acting independently when it comes to participating.

## SETTING UP EFFECTIVE PARENTAL CONTROLS

As with all online activity, ensuring you have effective parental controls set up on all devices will help filter and restrict the dangerous or inappropriate content you don't wish your child to access. Additional measures for protecting your child include checking the privacy settings on your child's devices, monitoring their friends list, ensuring their personal information is safe and secure and keeping a watchful eye on the content they're sharing.

## REPORTING & BLOCKING

Parental controls can only go so far in blocking potentially harmful content. A rise in the decoding of social media algorithms, has led to age inappropriate content increasingly appearing on platforms and apps used by children. Where possible, you should regularly monitor what your child sees online and flag/report any content which is inappropriate or dangerous. You should take the time to talk to your child, define what you consider to be appropriate content and show them how to report and block users/accounts themselves.

## VALIDATE SOURCES

Not everything is as it seems. Some people create fake content that's designed to 'shock' in order to encourage rapid sharing. If your child has seen something online that has triggered concern you should encourage them to, check its origin, verify that it came from a credible source and check the comments made for any clues to its validity.

## FACING REALITY

Trends and Viral Challenges can be tempting for children to take part in; no matter how dangerous or scary they may seem. As a parent or carer it can be difficult to keep pace with the very latest Online Challenges emerging. In recent months these have included potentially dangerous crazes, including the 'Bird Box' challenge, which was inspired by Netflix's popular film and encourages followers to upload videos of themselves attempting everyday tasks while blindfolded. The best advice is to keep talking to your child. Show that your taking an interest and not just prying. Ensure your child knows they don't have to get involved and if they're unsure, let them know you're there to talk before they consider participating. Children often need reassurance that not everything they see online is real. If your child has viewed distressing or frightening content it's important to talk to them about their experience, support them and, if required, help them find additional support.

**SOURCES:**  
<https://www.independent.co.uk/news/science/fake-news-tweets-spread-faster-real-stories-retweets-political-48247491.html> | <https://www.dailymail.co.uk/news/article-2209452/Teen-dies-copying-pass-game-time-YouTube.html>  
<https://www.dailymail.co.uk/news/article-6307311/Boy-11-dies-YouTube-choking-challenge-mother-warns-parents-son-strangled-himself.html> | Children's Commissioner Life in 10s report - 85PM - Status of mind report  
<https://www.bbc.co.uk/news/magazine-20012021> | <https://www.independent.co.uk/life-style/health-wellbeing/fear-of-missing-out-fomo-one-of-greatest-causes-of-social-media-addiction-study-finds-36075290.html>  
<http://www.thp.co.uk/news/children-are-young-at-heart-addicted-to-social-media-180w/>

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

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What children need to know about

# ONLINE BULLYING



## What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON



## BE KIND ONLINE

BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



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## Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

## How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



## Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

## Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



## How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.

## How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /nationalonlinesafety

Phone - 0800 368 8061

# ONLINE CONTENT

## 10 tips to keep your children safe online

The internet has transformed the ability to access content. Many apps that children use are dependent on user-generated content which can encourage freedom of expression, imagination and creativity. However, due to the sheer volume uploaded every day, it can be difficult for platforms to regulate and moderate everything, which means that disturbing or distressing images, videos or audio clips can slip through the net. That's why we've created this guide to provide parents and carers with some useful tips on keeping children safe online.



### 1 MONITOR VIEWING HABITS

Whilst most apps have moderation tools, inappropriate content can still slip through the net.



### 2 CHECK ONLINE CONTENT

Understand what's being shared or what seems to be 'trending' at the moment.



### 3 CHECK AGE-RATINGS

Make sure they are old enough to use the app and meet the recommended age-limit.



### 4 CHANGE PRIVACY SETTINGS

Make accounts private and set content filters and parental controls where possible.



### 5 SPEND TIME ON THE APP

Get used to how apps work, what content is available and what your child likes to watch.



### 6 LET CHILDREN KNOW YOU'RE THERE

Ensure they know that there is support and advice available to them if they need it.



### 7 ENCOURAGE CRITICAL THINKING

Talk about what people might post online and why some posts could cause distress.



### 8 LEARN HOW TO REPORT & BLOCK

Always make sure that children know how to use the reporting tools on social media apps.



### 9 KEEP AN OPEN DIALOGUE

If a child sees distressing material online, listen to their concerns, empathise and offer reassurance.



### 10 SEEK FURTHER SUPPORT

If a child has been affected by something they've seen online, seek support from your school's safeguarding lead.

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## Dealing with Bullying: Advice for Parents and Carers

### Signs and Symptoms of Bullying

- Student does not want to come to school, pretending to be ill, attendance starts to decrease
- Falling behind on school work
- Lack of eye contact
- Student starts to withdraw from normal activities in school
- Minimising windows on their computer screen. This could be an indication that malicious emails or messages have been received
- Your child doesn't want you to know who they have been on the phone to or what they have been doing on the internet
- Your child talks about wanting to change their phone number
- Not wanting to use the computer anymore
- Personality changes e.g. becoming less sociable, lack of confidence, tearful, irritable, hypersensitivity, mood swings, loss of humour
- Changes to eating habits
- Withdrawing from social situations – not spending time with friends
- Doesn't answer their phone or reply to texts when they normally would
- Negative outlook
- Poor concentration, panic attacks, forgetfulness, fatigue, stress
- Low self-confidence and self-esteem. Lack of self-worth
- Self-harming and threatening suicide
- Changing their normal route to and from school
- Increasing reliance on alcohol and drugs.

### Supporting your child - General Advice

- Talk to your child without getting upset. Clarify with them what they have said to you so you show that you have understood what they have said
- Reassure them that being bullied is not their fault
- Never tell your child to hit others or shout names back as this can make the situation worse
- Don't dismiss what they have said: it has probably taken them a long time to build up the courage to talk about the problem
- Contact us at school so we can investigate the problem
- Keep any evidence and do not reply.

### Supporting your child - Cyberbullying

- Talk to your child about how they use their phone and the internet
- Talk to them if they seem distressed after using their phone or the internet
- Make use of safety features online. Most social networking sites have a facility for reporting abuse
- Do not delete any evidence. If your child has been harassed with texts and emails then save the evidence and DON'T REPLY
- Encourage your child to write down what has happened and when it occurred
- As a last resort, the network provider can change your child's mobile number
- Contact us at school so we can investigate the problem
- If the incident is severe and a potential criminal offence then also contact the police.

### If you suspect your child might be a bully:

- Discuss their behaviour with them and ask them to consider how their actions might be making others feel and how they would feel if this was happening to them or someone they care about.
- Try to find out if something has happened which has caused them to start bullying someone else.
- Make them aware of how serious the situation is. The school and the police could become involved if it does not stop.
- Ask them to stop the bullying behaviour and encourage them to try to make amends.
- Monitor their online activity and mobile phone usage. Move their computer into a room where you can see what they are doing. Take away their internet access and mobile phone if you suspect that they are using these to hurt others.
- Contact us at school if support is needed. We can help to investigate the problem.

## Dealing with Incidents of Staff Cyberbullying: Advice for Staff

Below is some recommended guidance from Childnet International:

- Staff should never retaliate to, i.e. personally engage with, cyberbullying incidents. They should report incidents appropriately and seek support.
- Keep any records of the abuse – text, emails, voice mail, web site or instant message. Do not delete texts or emails. Take screen prints of messages or web pages, and be careful to record the time, date and address of the site.
- Staff should inform the appropriate person (for example, their department or year head, or the designated member of senior management) at the earliest opportunity.
- Where the perpetrator is known to be a current pupil or co-worker, the majority of cases will be dealt with most effectively by the school's own mediation and disciplinary procedures.
- Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individual's phone or hacking into their IM or school email account to send harmful messages.
- If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message.
- Monitoring and confiscation must be appropriate and proportionate. Parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.

### School Employee Unions and Professional Associations

The following are members of the DCSF's Cyberbullying Taskforce:

- **Association of School and College Leaders (ASCL)**  
Phone: 0116 2991122  
Web: [www.ascl.org.uk](http://www.ascl.org.uk)  

- **Association of Teachers and Lecturers (ATL)**  
Phone: 020 7930 6441  
Web: [www.atl.org.uk](http://www.atl.org.uk)  

- **National Association of Head Teachers (NAHT)**  
Phone: 01444 472472  
Web: [www.naht.org.uk](http://www.naht.org.uk)  

- **NASUWT**  
Phone: 0121 453 6150  
Web: [www.nasuwt.org.uk](http://www.nasuwt.org.uk)  

- **National Governors' Association (NGA)**  
Phone: 0121 643 5787  
Web: [www.nga.org.uk](http://www.nga.org.uk)  

- **National Union of Teachers (NUT)**  
Phone: 020 7388 6191  
Web: [www.teachers.org.uk](http://www.teachers.org.uk)  

- **Unison**  
Phone: 0845 355 0845  
Web: [www.unison.org.uk](http://www.unison.org.uk)  

- **Voice: The Union for Educational Professionals**  
Phone: 01332 372 337  
Web: [www.voiceoftheunion.org.uk](http://www.voiceoftheunion.org.uk)  


### Teacher Support Network

Phone: 08000 562 561

Web: [www.teachersupport.info](http://www.teachersupport.info)



Information on this page reproduced courtesy of Childnet International, 'Cyberbullying: A whole school community issue' for the DCSF.

## Dealing with Incidents of Staff Cyberbullying: Advice for Staff

### Preventative Action

Regularly review your security settings if you use social networking sites. Check search engines to check what images and information is associated with your name

Be aware of how you present yourself online and who can see what you post. If you post videos, photos or personal information online then think about whether you would be happy for a potential employer, colleague or student to see this

Ensure you know who can view content you post and how to restrict it. If you are not sure how to restrict content you post then assume it is in the public domain. If you find that you have been misrepresented online then ask for this post to be removed. If it is work-related then see your line manager immediately. Serious incidents of cyberbullying should be reported as soon as possible to your line manager.

### Getting Offensive Content Removed

Ask that the person who has posted this content to take it down

If the person who has posted the malicious content is unknown then SLT should contact the host e.g. social networking site to make a report and ask for it to be taken down.

If your personal identity is compromised then you will need to prove your identity and lodge a complaint with the service provider

The police should be contacted if illegal content is posted.

### Social networking sites (e.g. Bebo, FaceBook, MySpace)

Contacts of some social network providers:

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

[www.bebo.com/Safety.jsp](http://www.bebo.com/Safety.jsp).

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

[www.facebook.com/safety](http://www.facebook.com/safety).

**MySpace:** Reports can be made by clicking on the 'Contact MySpace' link at the bottom of every MySpace page and selecting the 'Report Abuse' option. Alternatively, click on the 'Report Abuse' link located at the bottom of each user profile page and other user generated pages. Inappropriate images can be reported by clicking on the image and selecting the 'Report this Image' option. Additionally, school staff may email MySpace directly at [Video and photo hosting sites](mailto:Video and photo hosting sites)

**YouTube:** Logged in YouTube members can report inappropriate content by using the 'flag content as inappropriate' function which appears under every video.

<http://icanhaz.com/YouTubeAbuseSafety>.

**Flickr:** Reports can be made via the 'Report Abuse' link which appears at the bottom of each page. Logged in members can use the 'flag this photo' link to report individual pictures.

[www.flickr.com/guidelines.gne](http://www.flickr.com/guidelines.gne).

### Instant Messenger

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

Contacts of some IM providers:

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

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

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

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

## **10. Links with Other Policies**

This Anti-Bullying Policy is linked to:

- Behaviour for Learning and Discipline Policy
- Special Educational Need/Disability (SEND) and Inclusion Policy.