

Anti-cyber Bullying Policy

SOUTH NORMANTON NURSERY SCHOOL

Adopted at the meeting of the Full Governing Body on **16th October 2018**
Minute Number **27/19**

Chair of Governors

Record of Policy Amendment / History

Version/ Issue	Date	Author	Reason for Change
1	21/09/15	SA	New policy
2	03/10/16	SA	New content added
3	Oct 2017	SA	New content added from DCC s/g schoolsnet and Digizen.org shown in yellow Examples of practice shown in pink
4	Oct 2018	SA	New content added in blue linked to RRS award

This policy has been considered and written in conjunction with our Rights Respecting School's charter adapted from the United Nations Convention on the Rights of a Child.

'In our school, we believe that every child has the right to play, learn and grow in an inspiring, empowering and safe environment protected from harm and treated fairly. We believe that each one of us has a responsibility for the world and its inhabitants, both of which deserve respect and nurture.'

South Normanton Nursery School Charter

SOUTH NORMANTON NURSERY SCHOOL ANTI-CYBER BULLYING POLICY

This policy should be read in conjunction with the School's Behaviour policy, Child protection Policy, Anti-bullying and Policy, Use of the Internet and Electronic Communication Policy, E-safety Policy, Sharing Information, Safer Working Practices, Confidential Reporting Code, Managing Allegations against staff, Discipline Policy and Teaching and Learning Policy.

The named person responsible for Cyberbullying is Stephanie Astle - Headteacher

At South Normanton Nursery School, even though it is difficult to envisage how 'cyber bullying' would take place in the Early Years, it is very important that a policy exists to educate our staff, parents and governors and prepare our children to be digital citizens of the future.

As silver status UNICEF Respecting Rights schools award holders, the whole school community is committed to upholding children's rights and the convention on the rights of the child is embedded within daily life at our school – this is especially around ensuring that children understand how to stay safe, recognise unsafe situations and know how to report if they are not safe. See the Child Protection and Safeguarding Policy to see examples of what this learning looks like.

This executive summary taken from Digizen.org states the following:

Understanding Cyberbullying

- Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
- Research into the extent of cyberbullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.
- Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyberbullying; it outlines the power of Headteachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.
- Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.

- Cyberbullying takes different forms: threats and intimidation; harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images); and manipulation.
- Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.
- In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those ‘bystanders’ – better termed ‘accessories’ in this context – who actively support cyberbullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

Preventing cyberbullying

- It is important to decide on the roles and responsibilities for cyberbullying prevention work. This will typically involve a named lead from the senior management team (usually the person with overall responsibility for anti-bullying work), as well as IT staff, pastoral care staff, and school council members.
- Essential elements of prevention are awareness-raising and promoting understanding about cyberbullying. Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying is and how it differs from other forms of bullying. The activities could include staff development activities; home-school events such as special assemblies with parents; and addressing cyberbullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.
- It is important to review and update existing anti-bullying, behaviour and pastoral care policies to include cyberbullying. Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyberbullying, including bullying that takes place out of school.
- It is advised that schools establish, or review existing, Acceptable Use Policies (AUPs), referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones. It is also recommended that schools review how the school network is monitored and check whether existing procedures are adequate.
- It is recommended that schools record and monitor incidents of cyberbullying in the same way as all other forms of bullying. Schools can use this information to develop their policies and practices.
- Publicising reporting routes is an important element of prevention, raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyberbullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.
- Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyberbullying appropriately.
- Stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.
- It is useful to publicise progress and cyberbullying prevention activities to the whole-school community. Keep cyberbullying a live issue and celebrate your successes.

Responding to cyberbullying

- Cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying and reflect that in how they respond to it. In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, cyberbullying yields evidence in a way that other forms of bullying do not.
- The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in this guidance.
- Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
- Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.
- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
- Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyberbullying. In addition, it is important to refer to any Acceptable Use Policies (AUPs) for internet and mobile use, and apply sanctions where applicable and practical. Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

At South Normanton Nursery School, even though our children are younger and less likely to experience cyberbullying, we have a responsibility to ensure that cyber bullying does not take place in this school by ensuring pupils, staff and parents understand what it is and how it can be prevented. The responsibility for monitoring this policy is with the Headteacher to ensure all staff and visitors to the school are aware of and comply with it.

Aims of the Policy

- To ensure pupils, staff and parents understand what cyber bullying is and how it can be prevented.
- To have in place procedures to prevent incidents in the event of cyber bullying taking place.
- To have in place effective procedures to deal with all reported incidents of cyber bullying.
- To work with other schools to share good practice in order to keep up to date and raise standards in our own school.

The Headteacher will:

- ensure all staff, pupils and parents are aware of and comply with this policy;
- ensure the Acceptable Use of the Internet and Electronic Communication policy clearly states how ICT and the Internet should be used;
- provide support for those pupils and staff who may be victims of cyber bullying; - deal with all incidents of cyber bullying quickly and effectively;

- consider the use of legal powers under the Education Act 2006 that allow the Headteacher to regulate behaviour of pupils when they are off-site;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- ensure cyber bullying is discussed during staff training days and at staff induction, ensure the policy is reviewed and is in line with legislation
- ensure cyber bullying is discussed with pupils through class discussions;
- help review anti-bullying and pupil behaviour and discipline policies;
- keep up to date with new developments and resources;

Staff will:

- be alert to the dangers of cyber bullying regardless of the age of our pupils at school
- report any incidents of cyber bullying to the Headteacher, or in her absence, the Assistant Head Teacher, or in her absence the Chair of Governors.
- ensure that no pupil has unsupervised access to the Internet;
- regularly remind pupils of the safe use of ICT and the Internet **appropriately to their age;**
- regularly remind children of the need to report any incident of cyber bullying to a member of staff **or a grown up, reminding them to use the song 'think before you click';**
- inform pupils of the dangers of cyber bullying through specific teaching of e-safety, equality and bullying.
- advise children to be cautious when giving their mobile phone numbers or email addresses to any person;
- advise children to be cautious when accepting a 'friend request' from any person on social networking sites;
- seek the views of pupils in monitoring and evaluating this policy;
- report and deal with all incidents of discrimination;
- **take regard of this policy in relation to their own family's needs.**

We encourage children to:

- comply with all the aforementioned aspects of this policy;
- report all incidents of cyber bullying to a member of staff;
- not bring mobile phones to school, this forms part of the school rules;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

Parents will:

- be made aware of this policy;
- comply with this policy;
- report all incidents of cyber bullying involving their child to the school;

PROMOTING THE POSITIVE USE OF TECHNOLOGY

It is important for the adults in the school community to understand how children and young people think about and use technology. ICT is increasingly recognised as an essential life skill, and embedding technology across the curriculum and in learning and teaching delivery provides opportunities and benefits for both learners and staff members.

New technologies are being developed all the time, so keeping up-to-date and informed about young people's use of technologies, as well as their potential abuse and risks, is very important. While children and

young people are experts on their own use and can be a valuable source of information about the technology, they may not necessarily understand all of the risks involved and the strategies for keeping their experience of technology safe and enjoyable.

The following is a list of technology where there are dangers. More information can be found [here](#):

- Mobile phones
- Instant Messenger and Voice Over Internet Protocols
- Chatrooms and Message Boards
- Email
- Webcams
- Social network sites
- Video-hosting sites
- Virtual Learning Environments (VLEs)
- Gaming sites, consoles and virtual worlds

Developing an organisational culture of confident ICT users supports innovation, e-safety and digital literacy skills, and helps to combat misuse and high-risk activities.

Review existing staff development targets and opportunities

Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning. The embedding of appropriate technologies within learning and teaching practice is a powerful tool which can be used to enhance learning opportunities for all – making learning more flexible, creative, accessible and engaging. Staff development around e-learning and technology provides a great opportunity for staff to both develop their own practice creatively and to support children and young people in their safe and responsible use.

As part of the performance management process line managers will be working with teachers to identify what professional development might help them develop their practice further. Where appropriate, schools should look at e-safety issues as an important component of technology for education for all members of the school community including school leaders and governors, as well as teachers, support staff and extended schools provision staff.

Promote e-safety and digital literacy

Explore safe ways of using technology with learners to support self-esteem, assertiveness, and participation and to develop friendships. Young people are more likely to report the misuse of technology in an environment where positive use is promoted.

Appropriate, safe and responsible behaviour in online environments may not be something that your learners have previously discussed or been supported in. Look at the ways in which you can support and discuss 'netiquette', e-safety and digital literacy.

Ensure that all staff and students are aware of the importance of keeping passwords confidential and user accounts secure. It is also important that everyone knows how to properly log out of accounts, and that students and staff members never leave logged in accounts unattended.

Password protection:

Everyone in the school community needs to understand the importance of keeping account information private and secure – for example, by using hard-to-guess passwords and changing them frequently. Children who have online accounts of any kind need to be aware that they should never share their passwords (exceptions here could include a parent or carer, teacher or ICT support staff member at school), and never let anyone use their accounts.

The school's Acceptable Use Policy (AUP) – the agreement between pupils and the school which outlines the responsibilities of learners using the school's computer network and equipment – may usefully refer to password privacy. We also ensure that it is covered in any internet safety lessons or induction to school accounts that might be password protected (e.g. the VLE).

Recording and Reporting

A concern relating to bullying online is a real safeguarding concern and will be dealt with in the same way as a safeguarding and child protection concern.

Record the incident using Myconcern which will be read by the DSLs (HT or AHT) who will deal with it as needed. This can take the form of discussion with child and/or parents, reporting to the DCSB, police or Starting Point – social care DCC. This could also be a matter to share with local schools or with the MAT manager or it could be reported to CEOP if needed, all taking into account the information sharing guidelines.

The DCSB, Bullying Co-ordinator (Steve Boyd) and the Starting Point advice line can be used to gain advice and support if needed.

All reported incidents are investigated and dealt with **and either escalated or closed**. Parents will be informed of all events if appropriate and what actions have been taken. Records will be kept of all incidents and their outcomes.

Parents, staff and other users of our website and social networking media are regularly reminded of the reporting option of contacting CEOP through the link on our homepage which is clearly marked using the CEOP report logo.

Dealing with Cyber Bullying Incidents

The Headteacher will:

- deal with all incidents of cyber bullying quickly and effectively;
- confiscate any mobile phone if brought to school;
- contact the police, DCSB and Children's Services if the cyber bullying is sufficiently severe; keep parents informed of the school's actions, contact CEOP if needed.

Training

Cyberbullying is an agenda item on yearly safeguarding training and is covered at staff meetings when new or updated information is given. We ensure all staff have equal chances of training and will be kept up to date with new information and guide lines concerning equal opportunities.

Management of the policy

It is the responsibility of the Governors to take a lead role in monitoring and reviewing this policy. It is the responsibility of the Headteacher, Senior Leaders and teachers, early educators and midday supervisors to be aware of this policy and implement it accordingly.

More support or advice can be gained from:

Anti-Cyber Bullying Policy

October 2018 – Version 4

<http://www.digizen.org/resources/cyberbullying/overview/>
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>