Anti-Bullying Policy (including cyber bullying & racial incidents)

Approved by Governors February 2023
Curriculum and Standards Committee
To be reviewed at least every two years
Review Date February 2025

Chair of Governors print _____

Chair of Governors signed_____   Date_____

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently
challenge any behaviour that falls below this.

Aims of this Policy

The staff and governors at Joseph Turner Primary are committed to providing a welcoming and caring environment where everyone feels confident, safe and valued. Where everyone is able, through support and high expectations, to achieve and succeed. We want to provide an environment where children feel cared for and secure where all children can learn and develop in order to prepare them for adult life. In order to do this, it is vital that pupils, parents, staff and Governors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

Legislation

Section 89 of the Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The act also gives the Head Teacher the ability to ensure that pupils behave when not on school premises or under the lawful control of the school. This can relate to bullying incidents occurring anywhere e.g. at local shops or cyber bullying.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;

- advance equality of opportunity between people who share a protected characteristic and people who do not share it;

- foster good relations between people who share a protected characteristic and people who do not share it.

The measures taken by schools with regard to behaviour and bullying prevention MUST be communicated to all staff, parents and pupils.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

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, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

The Development of our Policy

This policy is based on our School Behaviour Policy and the evaluation of information and evidence gained from pupils, parents and staff through discussions in class and in assemblies, pupil conversations and from other sources of

help such as the DFE publication "Preventing and Tackling Bullying". It aims to outline the school's preventative strategies and procedures in cases of bullying. The effectiveness of this policy and how the school could improve its monitoring of pupil behaviour is assessed through the use of surveys, discussions and talks in school assemblies, the School Pupil Governors, the confidential worry post-box outside the pastoral team office and contact with parents and governors.

Section1:
What Is Bullying?
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Joseph Turner Primary is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time. The acronym STOP is used with pupils by the school community to define bullying (**S**everal **T**imes **o**n **P**urpose)

Bullying can be motivated by prejudice against particular groups on grounds of religion, race, gender, physical characteristics, disability or because a child is adopted or in the care system. Stopping violence is obviously the school's first priority but emotional bullying can be even more damaging and schools must act on this quickly.

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

Emotional	being unfriendly, ignoring or excluding, tormenting (e.g. hiding books, threatening gestures), turning friends against the victim
Physical	pushing, kicking, biting, hitting, hair pulling, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing, being ignored/not spoken to
Cyber bullying	all areas of internet, such as email and internet chat Twitter, Facebook misuse

Bullying may be related to:
• Race
• Gender
• Religion
• Culture
• SEND or disability
• Appearance or health condition
• Home circumstances, incl Young carers, LAC and poverty
• Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and on the Internet in several forms (Please see e-safety policy). It can take place in group activities and between families in the local community.

Perpetrators and Victims
Bullying takes place where there is an imbalance of power of one person or persons over another.
This can be achieved by:
• The size of the individual,
• The strength of the individual
• The control a child may have over an individual
• The numbers or group size involved
• Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. All staff should

understand that children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?
Bullying is unacceptable and is hurtful. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect and equality. Pupils who are bullying need to learn different ways of behaving. Bullying will not be tolerated in this school in any form.

Preventative Strategies
The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat each other and school staff with respect, and to teach children about the importance of understanding and tolerating differences between people. At Joseph Turner Primary this is achieved through discrete PSHE lessons, school assemblies, our values education approach, responding to specific situations, anti-bullying week with Loudmouth productions and workshops, school buddies, the School Pupil Governors and support from our full time school counsellor and Pastoral team.
We also believe it necessary to regularly teach about the dangers of cyber-bullying and this is embedded within the computing curriculum as well as through our Safer Internet week and parent workshops.

The ethos and working philosophy of Joseph Turner Primary means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our School Vision and our high behavioural expectations. Staff must follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child in a negative way – this is not acceptable even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind and civil to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:
• Writing a set of school or class rules
• Writing a personal pledge or promise against bullying
• Writing stories or poems or drawing pictures about bullying
• Reading stories about bullying or having them read to a class or assembly
• Making up role-plays about what to do through scenarios of bullying
• Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
• Creating a poster for anti-bullying week
•Selling merchandise to raise awareness and funds for charities

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)
• Tell a teacher or a trusted adult
• Tell a friend
• Tell a Pupil Governor
• Post a confidential note in the worry post box by the pastoral team office
• Speak to a member of the pastoral team
• Speak to a playground buddy

• Tell a parent or adult at home whom you feel you can trust
• Speak to our school counsellor
• Ring Childline on 0800 1111 and follow the advice given

Outcomes
All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about
any concerns that they may be having.

The Headteacher is informed of all cases of bullying that occur. Cases of bullying are always dealt with by a member of SLT or a member of the Pastoral Team. Parents of both parties will be contacted if the Headteacher feels it is necessary. Disciplinary measures must be applied fairly, consistently and reasonably, taking into account the needs of vulnerable pupils. It is important to consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.

The consequences of bullying behaviour must reflect the seriousness of the incident so that the children see that bullying is unacceptable and will have consequences. The sanctions will depend on a variety of factors but must be applied consistently and fairly. In all cases the sanctions will include an apology to the victim. They may include:
• Being prevented from taking part in a treat
• Being kept in at playtime/lunchtime for a fixed period
• Therapeutic sessions with the school counsellor to enable the perpetrator to understand the consequences of their behaviour and to develop strategies to prevent the behaviour happening again
• Internal exclusion
• Short-term fixed exclusion

In some cases, other outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. For example, police, PCSO, Outreach Support.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change at all in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), referral to the LA Behaviour Support Team, counselling, reduced timetables, or even permanent exclusion will be considered.

Recording of Bullying and Racial Incidents
Records of unacceptable behaviour is kept in the form of Reflection, Re-think and Behaviour Recovery conversation sheets as part of our Behaviour Recovery procedures (see Behaviour Policy).

Incidents of bullying and racist incidents should be reported to the Headteacher and recorded on the CPOMS system using the appropriate category headings.

During and after any incidents of bullying have been investigated and dealt with, each case will be recorded on CPOMS and monitored to ensure repeated bullying does not take place. All incidents of bullying and racial incidents will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. The Governing Body will be informed of any incidents of bullying including racial incidents recorded on CPOMS.

General incidences of unacceptable behaviour should be recorded by teachers on CPOMS - this would include incidents where staff have had to become involved and speak with children and/or parents.

Where a member of SLT or the pastoral team speak to parents, conversations will be logged on CPOMS as an added action to the main log.

Bullying Outside of School Premises
Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (Section 89 of the Education and Inspections Act 2006). This can relate to any bullying incidents occurring

anywhere off the school premises, such as on school or public transport, on a school trip, outside the local shops, in a town or village centre or online. Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The Role of the Governing Body
- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident should speak to the headteacher in the first instance. If parents wish to pursue an issue further they can write to the chair of governors asking them to look into the matter.

The role of the head teacher
- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.
- The head teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- Where bullying has been identified, appropriate action will be taken in consultation with the headteacher. This may involve counselling and support for the victim, and discipline (and appropriate support) for the offender.
- Time is spent talking to the perpetrator, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the headteacher is informed so that further action can be taken as appropriate. In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the head teacher may contact external support agencies, such as the Tipton COG or The Children's Trust.

The role of the teacher and support staff
- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
Teachers keep their own behaviour records of incidents that happen in their class in the form of reflection and re-think sheets. Reflection sheets are uploaded to the school's tracing system (CPOMS) with details of the incident including time and place.
- Teachers must ensure that these behaviour records are monitored. When any inappropriate behaviour has taken place between members of a class, the teacher will deal with the issue immediately.
- If teachers are concerned that bullying may be affecting a child in their class, they will investigate it and refer it to the head teacher as appropriate.
- Teachers and support staff do all they can to support all children. If a child is being bullied (unacceptable behaviour that occurs lots of times on purpose - STOP) then the head teacher will consult with both sets of parents.
- Behaviour which has been identified as bullying will be recorded by staff members on CPOMS.
- All members of staff routinely attend PDMs and Phase meetings, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Time is taken to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents
- Parents who are concerned about incidents of unacceptable behaviour or that suspect their child might be being bullied, or may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem. If necessary and appropriate, police will be consulted.
- Any bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly (with support from parents). Support will be given to help the child using unacceptable behaviour towards others, to change their behaviour.
- Parents <u>must not</u> attempt to sort the problem out by speaking to the child whom they think may be behaving inappropriately towards their child or by speaking to their parents (this includes via social media, text messaging or similar). *This will only make the problem much harder to solve.*
- Parents must not encourage their child to be 'a bully' back. *This will only make the problem much harder to solve.*

Monitoring and Accountability

"Behaviour and Safety" is key criteria for school inspections. The school must be able to demonstrate the impact of its Anti-Bullying Policy. In order to do this, the school will monitor and evaluate the policy regularly. The School Pupil Governors will be involved in composing and conducting surveys around the issues of safety in school, unfriendly behaviour and bullying. The results of these will be analysed and actions taken as required. Records of any bullying incidents will be reviewed in order to monitor and assess any increase in frequency or type of bullying being reported. Parents are encouraged to report immediately any concerns they may have about behaviour. Parents are provided with opportunities to provide the school with information from a parental perspective about what is working well and what may need to improve at our termly parent 'Afternoon Tea' sessions. In addition, parents will be provided with opportunities to complete parental surveys.

Organisations providing advice for parents re bullying:

Bullying advice for parents can be accessed via www.bullying.co.uk and https://www.anti-bullyingalliance.org.uk/

Family Lives - 0808 800 2222 - Immediate support and advice for parents, 24 hours a day, seven days a week https://www.familylives.org.uk/

Kidscape: 020 7823 5430 (Mon-Tues, 10am-5pm) - A helpline for parents and carers of bullied children is available, Whatsapp – 07496 682 785 or via email at ***info@kidscape.org.uk***

 'Contact a Family' have a helpline for families with disabled children - they can give advice on bullying issues. You can contact them on 0808 808 3555 and visit their website for more information https://www.contact.org.uk/

Advice for parents on cyberbullying from DfE: www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf

Advice for schools on preventing and tackling bullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Section 2:
What Is Cyber Bullying?

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages -that are threatening or cause discomfort - also included here is "bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology).

2. Picture/video-clips via mobile phone cameras or apps such as Snapchat, Instagram and Whatsapp - images sent to others to make the victim feel threatened or embarrassed.

3. Mobile phone calls – nuisance calls that cause the recipient to feel victimised. They can also be uses of silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

4. Emails - threatening or bullying emails, often sent using a pseudonym or somebody else's name.

5. Chatroom bullying - menacing or upsetting responses to children or young people when they are in web-based chatroom.

6. Instant messaging (lM) - unpleasant messages sent while children conduct real time conversations online using WhatsApp Messenger or Facebook Messenger - although there are others.

7. Bullying via websites - use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Facebook and oVoo– although there are others.

At Joseph Turner School, we take cyber- bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats. Children can also have a full conversation using emoji's only.

At Joseph Turner School, pupils are taught how to:
• Understand how to use these technologies safely and know about the risks and consequences of misusing them.
• Know what to do if they or someone they know are being cyber-bullied.
• Report any problems with cyberbullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.
• Act according to the Loudmouth guidelines that are displayed and taught to children, (see E-safety policy Appendix 5)

Joseph Turner School has:
• An Acceptable Use Policy (AUP) that includes clear statements about e-communications.

- Information for parents on: e-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.
- Support for parents and pupils if cyber-bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence.
- Training, guidance and support from outside agencies for staff, pupils and parents.
  - A E-safety User Agreement for pupils and parents, (see E-safety Policy Appendix 2).
- A recording system (CPOMS) to record and monitor all cyber bullying incidents raised with school.

General advice for parents:
- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure your child knows what to do if they or someone they know are being cyber bullied.
- Encourage your child to talk to you if they have any problems with cyber bullying.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms. Ensure that these settings are appropriately up to date.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.
- Make sure your child does not have access to apps that are not age appropriate. A lot of apps are rated age 13+, (see E-safety policy for further information).

Advice for pupils:
If you're being bullied by phone or the Internet:
- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

Text/video messaging
You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit https://www.wiredsafety.com/
• If the bullying persists, you can change your phone number. Ask your mobile service provider.
• Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
• Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.
• Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Phone calls

If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or tum your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.

• Always tell someone else: a teacher, youth worker, parent, or carer. Get them to support you and monitor what's going on.

• Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.

• You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it.

• And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again.

• Almost all calls nowadays can be traced.

• If the problem continues, think about changing your phone number.

• If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails

• Never reply to unpleasant or unwanted emails ('flames') - the sender wants a response, so don't give them that satisfaction.

• Keep the emails as evidence. And tell an adult about them.

• Ask an adult to contact the sender's Internet Service Provider (ISP)

• Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

Web bullying

If the bullying is on a website tell a teacher or parent, just as you would if the bullying were face-to-face - even if you don't actually know the bully's identity. Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your parent or teacher will help you do this. Always look for the 'report' which you can use if you feel you are at risk.

Social media, chat rooms and instant messaging

• Never give out your name, address, phone number, school name or password online.

• It's a good idea to use a nickname. And don't give out photos of yourself.

• Don't accept emails or open files from people you don't know.

• Don't accept friend requests from people you don't know.

•Remember it might not just be people your own age in a chat room.

• Stick to public areas in chat rooms and get out if you feel uncomfortable.

• Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

• Think carefully about what you write; don't leave yourself open to bullying.

• Don't ever give out passwords to your mobile or email account.

Three steps to stay out of harm's way

1) Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.

2) If someone insults you online or by phone, stay calm - and ignore them.

3) 'Treat others as you would expect to be treated yourself '- Think about how you would feel if you were bullied. REMEMBER - You are responsible for your own behaviour - make sure you don't distress other people or cause them to be bullied by someone else.

The law is on your side
The Protection from Harassment Act 1997, the Malicious Communications Act 1988 and Section 43 of the Telecommunications Act may be used to combat cyber-bullying. People may be fined or sent to prison for up to six months.

Organisations providing advice for parents re cyber bullying:

https://parentzone.org.uk/article/cyberbullying-0
If you have a general question you can contact the service by email **info@parentzone.org.uk** or by phone on 020 7686 7225.

www.parentinfo.org
Parent Info provides support and advice to parents, with contributions from the leading experts and organisations in matters related to young people and families in a digital world.

https://www.wiredsafety.com/
Wired Safety provides one-to-one help, resources and extensive information, and education to cyberspace users of all ages.

https://www.supportline.org.uk/problems/cyber-bulling/
Support Line is particularly aimed at those who are isolated, at risk, vulnerable and victims of any form of abuse.