DUNSTONE
— EDUCATION TRUST —

Anti-Bullying Policy

We Care ● We Challenge ● We Commit

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V1	Sept 2022		Adoption of Policy
V2	Feb 2003		Addition of bullying towards staff – Point 10 Page 5
V3	July 23		Annual Check
V4	Nov 23		Update to replace CPOMS with My Concern and SHARP system with My Voice and addition of Anti Bullying Ambassadors

Mission

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; We Care, We Challenge, We Commit and our Fundamental British Values.

We Care – Being a responsible citizen in Fulwood and our wider community

We are approachable, caring and inclusive
- We **respect** one another and show kindness to all
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We show **tolerance** for other faiths and religions and speak up for causes such as anti-bullying, equality and the environment
- We take part in charity events and volunteering in our community

We Challenge – Working together for excellence

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We understand the need for **democracy** and take part in school campaigns, debate and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We use our **individual liberty** wisely and recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

We Commit - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school **rules and the Rules of Law**

Introduction

- Educational excellence, kindness, respect and community are the foundations for our approach to leading and managing attendance at the school, this is underpinned by our values; We Care, We Challenge, We Commit and the Fundamental British Values.

- We Care - We care about our pupils education and understand that bullying could be a barrier to a pupil feeling happy and safe in school.

- We Challenge - As a school everyone has a responsibility to challenge any bullying behaviours and educate pupils about the consequences of bullying.

- We Commit - Fulwood Academy is committed to creating a calm, orderly, safe, supportive environment, where all pupils want to attend school to thrive and learn in an environment, they feel safe in. We are committed to creating a culture of kindness and Respect that extends to the classrooms, corridors, dining halls, play areas, school buses and social times.

Aims

1. To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
2. To bring about conditions in which bullying is less likely to happen in the future.
3. To ensure bullying is prevented in so far as reasonably practical.
4. To clarify the reporting processes.
5. To prevent, de-escalate and/or stop any continuation of harmful behaviour.
6. To react to bullying incidents in a reasonable, proportionate and consistent way.
7. To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
8. To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

Key responsibilities

1. The whole community is clear about the anti-bullying stance the Academy takes; pupils, as well as staff are fully engaged in developing and reviewing anti-bullying work in the school. Every chance is taken to celebrate the success of anti-bullying work
2. All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

   For Academy staff (including Governors):

3. They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
4. There is a review of the school anti-bullying policy annually and, as a result, the policy and

procedures are updated as necessary curriculum opportunities are used to address bullying pupil support systems are in place to prevent and respond to bullying

5. They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development through Educare, and are clear about their roles and responsibilities in preventing and responding to bullying

6. All staff are aware of the importance of modelling positive relationships

7. Data systems (The centralised bullying log, My Concern and My Voice) gather information about anti-bullying incidents, and this data is used for monitoring and evaluation

8. They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

Definition of bullying

9. The government defines bullying as *Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. DfE Bullying in Schools July 2017.*

10. Bullying can take place towards both staff and pupils and the procedures outlined in this policy apply to all victims of bullying.

11. Bullying can take many forms which include:

- **Physical** – hitting, kicking, pinching, extortion, stealing, hiding belongings.
- **Emotional/Verbal** – name calling, mockery, insulting, making offensive remarks, sending offensive text messages, threatening, intimidation, excluding people from groups, gossiping, graffiti.
- **Sexual** – sexual harassment, sexual violence, sexting, sexual innuendo, homophobic, biphobic or transphobic comments or violence.
- **Cyber** – sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.
- **Racial** – in racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions maybe made about someone's religion or belief because of their ethnic origin,
- **Disablist** – people with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.
- **Homophobic –** a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same

group. It may be based on gender stereotyping.

12. These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow pupil, as the target had kept their feelings to themselves.

Signs of bullying

Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- Fears of walking to or from school
- doesn't want to go to school on the school/public bus
- asks to be driven to school all the time
- changes their usual routine
- does not want to attend school (school phobic)
- begins truanting school
- asks for money or starts stealing money
- comes home starving
- stops eating
- becomes withdrawn, anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- some possessions go 'missing'
- dinner or other monies continually get 'lost'
- has unexplained cuts or bruises
- starts becoming aggressive, disruptive, unreasonable
- is bullying other children or siblings
- is scared to say what's wrong
- gives improbable excuses for any of the above

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where

there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Peer on peer/child on child abuse

13. Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

14. Staff should refer to the detailed section in the Schools Safeguarding (Child Protection) Policy and act accordingly.

Vulnerable pupils

15. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Counselling and education on e-safety can help them.

Preventing bullying

- At Fulwood Academy everyone is committed to building an inclusive culture of kindness and respect. Pupils and staff are expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the Kindness and Respect Charter and key policies such as Behaviour and Safeguarding.

- We are committed to involving 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.

- We are committed to educating pupils. So they pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

- We will regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

- We will implement disciplinary sanctions. The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable

- We will openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. We will teach pupils that using any prejudice based language is unacceptable.

- Prevention is better than cure, so at Fulwood Academy we are vigilant for signs of bullying and always take seriously reports of bullying. We will ensure staff have effective staff training on this.

- We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against the key values of the school.

- Appointment of anti bullying ambassadors in school to work with pupils to educate and support in this area.

- We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent and educate pupils about bullying. As and when appropriate these may include:

- The My Voice System for reporting
- Fully trained staff on what signs to look for
- Intervention work from specialist staff for students who are repeat offenders - 'put them
- into the shoes of the students that is bullied'
- Slides at the start of each assembly supporting the My Voice and Anti Bullying STOP box and our anti-bullying message
- Anti-bullying Twitter campaigns
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying
- Anti-bullying embedded into different curriculum subjects
- Parental/Student surveys
- Work with the Anne Frank Trust
- Work with the Anti Bullying Alliance – Diana Award

One of the most effective ways of preventing bullying is through the curriculum, by creating effective learning environments in which:
- the contribution of all pupils is valued;
- kindness and empathy are celebrated and developed;
- all pupils can feel secure and are able to contribute appropriately;
- stereotypical views and prejudiced language are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability or different family situations (e.g. children who are looked after or those with caring responsibilities);

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community and understand how their actions affect others;
- all forms of bullying and harassment are challenged;
- pupils are supported to develop their social and emotional skills.

Responding to incidents of bullying

16. Pupils can report any bullying issues or concerns via the Pastoral Team or by reporting it to a member of staff/student they trust. They can also access the Academy's help website online, 'My Voice'.

17. They can also report incidents directly to their Tutor and relevant Head of Year.

18. Support for a victim of bullying can be put in place could be one of the following:
- Lunch time groups
- Drop in service
- Peer Mentoring
- Meet and Greet
- Counselling (for intense cases)
- Child and Family Well-being Referral
- CAMHS referral
- Bloom mental and health and resilience workshop
- Alternative Provision
- Separate on site provision
- Parental involvement

19. Support/sanctions and education for a perpetrator of bullying can be put in place could be one of the following:
- Bespoke PSHE lessons
- Counselling to identify the cause of bullying behaviors
- Time in the IMPACT area
- Suspensions
- Managed Move
- Child and Family Well-being Referral
- CAMHS referral
- Bloom mental and health and resilience workshop
- Alternative Provision
- Separate on site provision
- Parental involvement

20. In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. The school will ensure they make appropriate provision for a child's short-term needs, including setting out what actions will be taken when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child will benefit from being assessed for special educational needs (SEN). The SEND code of practice: 0 to 25 years considers that developing a graduated response to the varying levels of SEN among children and young people is the best way to offer

support, and this can include the needs of bullied children.

On-site provision

21. The school will do all it can to ensure bullied children continue to attend school. This support will be provided hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

22. Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. It also fails to address the causes of the problem and can send the wrong message that targets of bullying are unwelcome. The school will respond sensitively where an absence arises as a result of bullying but, in most cases, it may not be necessary or helpful to remove a bullied child from school.

Bullying outside school premises

23. Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (Behaviour and discipline in schools, DfE, 2016). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

24. Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

25. In all cases of misbehaviour or bullying, the member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Parental involvement

26. The school endeavours to have open and supportive communication with parents/carers in relation to all bullying incidents. The school ensures that parents/carers know what measures are being taken to prevent bullying, as well as how incidents are responded to.

27. Parents/carers who are concerned that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

28. Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

29. Department for Education advice for parent and carers on cyberbullying is provided in Appendix 3. This has been updated by the Safeguarding Team to reflect current online platforms.

Staff training

30. The school will ensure that all staff have received sufficient high-quality training to ensure that they are able to both identify cases of bullying, and then provide appropriate support for all parties.

31. Staff will be trained to understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils.

32. The Anti Bullying Alliance offer a suite of free online training for anyone that works with children and young people. The programme was particularly developed to reduce levels of bullying of disabled children and those with special educational needs (SEN) but applies to all children.

Appendix 1: Dealing with bullying incidents procedure.

Any member of school staff who witnesses a young person being emotionally distressed by the behaviour of another pupil, should address the incident immediately. This is because the response by the member of staff will have been both immediate and personal. The primary responsibility, however, for the emotional welfare of the pupils in school is the Head of Year. This should be logged on My Concern.

It is to this person that any potential incidents of bullying should be referred, as they have the all-round knowledge of the young person.

The DSL will then task the HOY with the responsibility for investigating the incident and taking appropriate steps to resolve the problem.

Where it is established that the incident can be resolved by the intervention of the HOY, and that, following the definitions within, the incident **is not a case of bullying**, the matter can be dealt with by the HOY alone.

If the HOY suspects that this **may in fact be a case of bullying**, then they should seek advice from the Vice Principal.

The investigation will ensure that all parties have the opportunity to speak openly. If the head of year/pastoral manager believes that bullying has in fact taken place, the following will happen:

- The head of year will record the incident in the Central Bullying Incidents Record;
- The head of year/pastoral manager will inform the senior leader responsible for pastoral support and pupil wellbeing who will oversee procedure;
- The parents/carers of the target will be informed;
- The parents/carers of the perpetrator will be informed.

The use of the Central Bullying Incidents Record is a key part of the process as it enables the school to spot trends and patterns of behaviour. The school will record all incidents of bullying on My Concern. Those dealing with young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- Avoid the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the person (the use of the term 'victim' throughout the rest of this document is unavoidable);
- Allow the target to put to the perpetrator how they have been made to feel, if appropriate;
- Allow the perpetrator the opportunity to put right any hurt they have caused;
- Avoid immediately resorting to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on and how many people are involved - these decisions are at the discretion of the senior leader responsible for pastoral and pupil wellbeing;
- Maintain focus on:
  - the removal of the feeling of helplessness and fear that the target is experiencing;
  - the restoration of pride, dignity, and belonging.

Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The School will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

Advice for parents and carers on cyberbullying

Who is this advice for?

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults. Even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of "friends" on social networking sites, include comments that are recorded permanently, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention for views to be shared directly.

Social networking

Young people routinely access social media and much of their social lives are conducted online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context would all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC advice on bullying and cyberbullying prevention is helpful

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

Set boundaries

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries.

Ensure you use the privacy settings, parental controls and inbuilt internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls for parents and carers experiencing any internet safety issues with their children. The Parent Zone provides a national helpline service at - help@theparentzone.co.uk

Being involved and talking to children

Social networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and antibullying pro provides practical advice for parents

Advice for children

Parents may wish to consider the following advice when teaching their children about using the internet safely:

- Make sure you use the privacy settings;
- Always respect others – be careful what you say online;
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back;

- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden;
- Treat your password like your toothbrush – keep it to yourself and change it regularly;
- Block the bully – learn how to block or report someone who is behaving badly;
- Do not retaliate or reply to offensive e-mails, text messages or online conversations;
- Save the evidence. Always keep a copy of offensive e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher;
- Make sure you tell an adult you trust, for example, a parent/carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 0800 1111 in confidence;
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or remove his or her account;
- While you are on your mobile phone make sure you also pay attention to your physical surroundings.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- being upset after using the internet or their mobile phone;
- being unwilling to talk or secretive about their online activities and mobile phone use;
- spending much more or much less time texting, gaming or using social media;
- having many new phone numbers, texts or e-mail addresses showing on their mobile phone, laptop or tablet;
- seeming withdrawn, upset or outraged after texting or being online;
- not wanting to go to school and/or avoiding meeting friends and schoolmates;
- avoiding formerly enjoyable social situations;
- experiencing difficulty sleeping;
- suffering from low self-esteem.

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved.

Support for children who are bullied

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in need of support to return to school. To help schools support pupils who are severely affected by bullying, the Department for Education has produced advice for schools, available here.

Cyberbullying on social networks can be upsetting and really knock -targets' confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: Childline - Building confidence after online bullying

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully created a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector advice and support from the anti-bullying sector.

Facebook has produced a support sheet Empowering Parents and Families which gives guidance on what to do if you child is being bullied.

Useful Resources

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting that someone takes down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where you suspect that the material is illegal, you should contact the police directly.

NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world

Contact details for social networking sites:

The UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools.

Social Networking Site	Useful links
Ask.fm	Ask.fm Safety Centre **Reporting on Ask.fm:** You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
Facebook	Read Facebook's rules Report to Facebook Safety Centre
Instagram	Read Instagram's rules Report to Instagram Safety Centre
Kik Messenger	Read Kik's rules Report to Kik Help Centre
Snapchat	Read Snapchat rules Report to Snapchat Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules Report to Tumblr by email If you email Tumblr take a screen shot as evidence and attach it to your email
TikTok	Read TikTok's rules Report to TikTok
Twitter	Read Twitter's rules Report to Twitter
Vine	Read Vine's rules Contacting Vine and reporting
YouTube	Read YouTube's rules Report to YouTube YouTube Safety Centre

Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace calls for them.

Some service providers such as Vodafone produce annual magazines for parents and carers (Digital Parenting), giving information and top tips for keeping your children safe online including cyberbullying.

Service providers

Service provider	From your mobile	Pay as you go	Pay monthly contracts
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

Organisations that provide support to parents and carers and children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Childnet
- The Diana Award
- Internetmatters
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre