



**NETHERAVON ALL SAINTS C of E PRIMARY SCHOOL**

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**Anti-Cyber Bullying Policy**

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| <b>Date Approved:</b>  | 1 <sup>st</sup> November 2016 |
| <b>Date of Review:</b> | November 2019                 |
| <b>Signed:</b>         | File copy signed              |
| <b>Position:</b>       | Chair of Governors            |

**This policy should be read in conjunction with our policy statements on e-safety, anti-bullying, behaviour, child protection and equality.**

More and more schools are having to respond to the growing challenge of cyberbullying. While cyberbullying is currently a predominantly secondary-based phenomenon, it is becoming more common in primary schools as technology becomes more widespread and used by an increasing number of younger children. It is important for us to recognise that increasingly young children may be affected by cyberbullying.

Our aim in school is to both protect children during their primary education, and prepare them for their transition to secondary school.

Our anti-cyberbullying policy has been written by the school with reference to a range of sources, including the DfE and DCSF/Childnet International Guidance (2007).

### What is 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.* (DCSF 2007).
- It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.
- It differs in several significant ways from other kinds of bullying:
  - It can invade home and personal spaces previously thought of as safe;
  - It can take place at any time;
  - It is not possible for the victim to 'walk away', as might be possible with other types of bullying;
  - Cyberbullies may attempt to remain anonymous, adding to the unease and anxiety of the victim;
  - It can be difficult to control electronically circulated messages or remove all comments or copies of information;
  - The size of the audience means a single incident can be experienced as multiple attacks;
  - The bullying may be a continuation of offline bullying, but can be used as a form of 'revenge';
  - It may be an unintentional result of not thinking or a lack of awareness of the consequences of actions (e.g. sending a 'funny' photo of a friend, but then losing control of the image sent.);
  - Other children become involved, with bystanders easily becoming perpetrators by passing on received messages or images;
  - Unlike other forms of bullying, many cyberbullying incidents can themselves act as evidence, e.g. text messages.

- Cyberbullying takes place between children; between adults; but also across different age groups. Young people can target staff members or other adults through cyberbullying.
- Cyberbullying is designed to cause distress and harm.

### Technology and young people

- Today's children and young people have grown up in a world that is very different from that of most adults. Subsequently, how young people use technology is not always understood by parents, carers and staff members.
- It is important to recognise how important technology is to young people. Education and discussion around responsible use and e-safety is key to helping them deal confidently with any problems that may arise, whether in or out of school.
- Digital media, computers, mobile phones and the internet have been a taken-for-granted part of many children's upbringing and environment. Many use technology not just to keep in touch, but as a way of developing their identities, socialising, and belonging to groups. Technology can play a positive, productive and creative part of young people's activities, development and social participation.
- Although children and parents are reminded that most well-known social networking sites are prohibited for under 13s, some children, in upper KS2 in particular, regularly access well known, un-moderated social networks.
- The technology used and sites visited change rapidly. The speed of change can be hard for adults to keep up with and make it difficult to know precisely what children are doing.
- Engagement with technology involves feelings as well as actions –it is a social activity that allows young people to feel connected to their peers. Telling a young person who has been cyberbullied to keep their mobile phone switched off or to stay off the internet can be perceived as a punishment.
- Barring or restricting school network access to particular sites that young people use, such as social networking and gaming sites, does not necessarily prevent young people from using them. They will still access them, via their own devices and connections, by bypassing blocks, or by finding new, unrestricted sites.

### What form does cyberbullying take?

- Cyberbullying can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying.

- Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.
- Cyberbullying can include a wide range of unacceptable behaviours, including:
  - Harassment;
    - Repeated, prolonged, unwanted messages, using public forums to post defamatory statements in order to provoke a response from their target.
  - Threats and insults;
    - Sent to children or adults by phone or e-mail or by comments on websites, social networks or message boards.
  - Vilification / defamation;
    - Posting upsetting or defamatory remarks online, name calling using a mobile device. These may be general insults or prejudice-based bullying.
  - Ostracising/ peer rejection / exclusion;
    - Setting up a closed group on social networks can protect young people from unwanted contact, but can be used hurtfully when others are ignored or deleted from friendship lists.
  - Unauthorised access & impersonation;
    - Guessing or finding out another user's username and password and 'hacking' into accounts to change settings or post messages posing as the other person.
  - Publicly posting, sending or forwarding private information or images;
    - Once electronic messages are made public, containing them becomes very difficult. Circulating copies of messages can be very hurtful.
  - Manipulation;
    - Using a real or invented online friendship to put pressure on someone to reveal personal information, or act or talk in a provocative way. This is then used to manipulate the victim who is in fear of the information being made public.

### Responsibility and management of anti-cyberbullying

- The Headteacher has responsibility for coordinating and implementing cyberbullying prevention and response strategies.
- Appointed 'Digital Leaders' from the student body will help keep the Computing Manager informed of new trends in social media.
- The Computing Manager will make sure the staff are aware of recent developments or cyberbullying risks.
- The school's Acceptable Use Policy (AUP) for internet use in school outlines the rules and responsibilities of use and sanctions for misuse. This is agreed by all students in order to use the internet at school, and a copy is sent home to parents. Parents will make sure that their children understand their responsibilities.
- The 'Education and Inspections Act 2006' states that Headteachers have the power "to such extent as is reasonable" to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. This is of particular

significance to cyberbullying, which is often likely to take place out of school but which can impact very strongly on the school life of those pupils involved.

### Procedures to eliminate cyberbullying in school

- Bullying, including cyberbullying, is never acceptable. Incidents of cyberbullying will be recorded and sanctions imposed in line with the school anti-bullying policy.
- The school behaviour policy sets out our values and expected standards of behaviour with age-appropriate rewards and sanctions. Cyberbullying, like all bullying, is outside of the expected behaviours, therefore sanctions will be imposed in line with the behaviour policy.
- E-safety is a statutory part of the 2014 National Curriculum for computing for all year groups. At Netheravon All Saints C of E Primary School, all children from Reception to Year 6 take part in a planned series of discreet Computing lessons about e-safety (including cyberbullying at age-appropriate levels) which ensure progression in the children's understanding.
- The children are taught about the anti-cyberbullying code, which is displayed in school nearby to any networked computers.
- Children are taught how to use messaging and chat appropriately through the schools Virtual Learning Environment (VLE).
- The positive use of technology is consistently promoted within school by all adults and by 'Digital Leaders'.
- The school e-safety policy states that children are not allowed personal mobile devices in school and that they must be handed in to the school office. While the use of these devices outside of school cannot be controlled, the children are taught about their appropriate use.
- The school internet service is filtered and internet use in school is monitored and controlled.
- Parents are encouraged to set content filters at home and to monitor their children's internet use. Information booklets and leaflets are given to parents and are available in the office. The school website contains links to relevant websites where parents can read and download further information.

Due to the speed of change of on-line communications, this policy will be reviewed annually.