



# BEHAVIOUR POLICY

Great Easton C of E VA Primary School



*Ratified by Governors March 2020*

*To be reviewed March 2021*

This policy pays due regard to the equality act 2010 - including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and anti-bullying policy.

Great Easton Primary is a Church of England School, founded on Christian beliefs and is inclusive in its welcome to all. By working together in a secure, enjoyable and supportive environment, we encourage positive behaviour; celebrate success and achievement; inspire a love of life and a love of learning; and enable all members of the school to reach their full potential.

We expect all adults to co-operate with our positive management approach as consistency will ensure success.

## **1 Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 We believe that, in order to prepare pupils for the responsibilities and experience of adult life, we must encourage the children to take an active part in the care of their environment and to learn to take responsibility for their actions. This policy uses the '10 key aspects of school practice' as identified in the Dfe 'Behaviour and discipline in schools' February 2014.
- 1.3 The school has codes of behaviour and rules that have been negotiated with the children, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school promotes positive behaviour management, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Strong School Leadership**

2.1 Great Easton Primary School's Governing body is committed to supporting high standards of behaviour.

2.2. The headteacher and Assistant Head have a high profile amongst the children and develop positive relationships which enable a more personal approach to dealing with unacceptable behaviour.

2.3 The headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with Dfe and local guidance relating to behaviour in school. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our whole-school approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

### 3. Classroom Management

Classroom management is key to promoting good behaviour. At Great Easton we expect all classrooms to have:

- A positive and welcoming classroom tone <sup>[L]</sup><sub>[SEP]</sub>
- Clear class code of conduct which has been agreed by all members of the class (adults and children)
- Clear expectations about work and work that is set at an appropriate level for the child. <sup>[L]</sup><sub>[SEP]</sub>
- An attractive, clean, tidy, well cared for environment. <sup>[L]</sup><sub>[SEP]</sub>
- Well-organised classroom environment in which children can move easily, find resources and respect its property. <sup>[L]</sup><sub>[SEP]</sub>
- Routines are adhered to as much as possible and timetables are shared with children. <sup>[L]</sup><sub>[SEP]</sub>

### 4. Rewards

4.1 Informal and formal rewards for positive behaviours like good work, effort, following school rules, politeness and respectful behaviour. The types of rewards and what they are awarded for are further outlined in Appendix 1. <sup>[L]</sup><sub>[SEP]</sub> The school acknowledges all the efforts and achievements of children, both in and out of school. During our weekly Friday celebration assembly children share their achievements and successes with the whole school.

4.2 At Great Easton we encourage children to follow key Christian values which are shared weekly in worship assemblies. In addition the school community have adopted courage, compassion, forgiveness and joy as our focus values.

In addition, the 'Six R's' are also a good guide towards mature and sensible attitudes.

<sup>[L]</sup><sub>[SEP]</sub>

- Resilience: Doesn't give up, knows strengths and can set targets for improvement, is curious and is positive. <sup>[L]</sup><sub>[SEP]</sub>
- Responsibility: Knows actions have consequences, knows right from wrong and chooses right, works <sup>[L]</sup><sub>[SEP]</sub> independently and co-operatively, shows enjoyment in new activities and takes responsibility for their own <sup>[L]</sup><sub>[SEP]</sub> organisation. <sup>[L]</sup><sub>[SEP]</sub>
- Resourcefulness: Willing to have a go, takes risks, can adapt to a challenge, can find a way when stuck, and asks <sup>[L]</sup><sub>[SEP]</sub> interesting questions. <sup>[L]</sup><sub>[SEP]</sub>
- Reasoning: Able to plan, seek patterns, believe problems can be overcome, check own thinking and change <sup>[L]</sup><sub>[SEP]</sub> opinion, given evidence. <sup>[L]</sup><sub>[SEP]</sub>
- Reflection: Can reflect on learning, adapt as a consequence, willing to

engage and learn from experts, has a <sup>[L]</sup><sub>[SEP]</sub>sense of wonder.

- Respect: Treating people with courtesy, caring enough about yourself that you don't do things you know can hurt you, thinking and acting in a positive way about yourself or others; thinking and acting in a way that shows others you care about their feelings and their well-being. <sup>[L]</sup><sub>[SEP]</sub>

#### 4.3 Sanctions:

The school employs a number of sanctions to enforce the high expectations of behaviour and to ensure a safe and positive learning environment. When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Great Easton, to resolve behavioural issues at the earliest possible stage. <sup>[L]</sup><sub>[SEP]</sub> The purpose of a sanction is: <sup>[L]</sup><sub>[SEP]</sub>

- To ensure that children understand when their behaviour has been unacceptable. <sup>[L]</sup><sub>[SEP]</sub>
- To show that action has been taken where another child, or children, has been hurt or upset as the result of <sup>[L]</sup><sub>[SEP]</sub>another child's behaviour. <sup>[L]</sup><sub>[SEP]</sub>

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. We also recognize that behavior is often a communication and possible reasons for behaviours will also be looked at carefully. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate. It is essential that the sanction be proportional to the behaviour and therefore we have different set of consequences for the different behaviours that children can exhibit. Appendix 1 identifies the types of behaviour at each stage, the likely consequences and the strategies which will be employed to work towards changing these behaviours. <sup>[L]</sup><sub>[SEP]</sub>

- 4.4 Our only school 'rule' is to 'Be Kind'. Each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or PSHE lessons - known as 'life lessons' to the children.
- 4.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

## 5 Positive Handling

Any positive handling strategies comply with guidance detailed in our Positive Handling policy. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. <sup>[L]</sup><sub>[SEP]</sub>

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE Guidance July 2014 'Use of Reasonable Force' and more recently a document 'Reducing the need for restraint and restrictive

intervention' [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

## 6. Behaviour Strategies And Teaching Of Good Behaviour (Inc.Anti-Bullying)<sup>[L]</sup><sub>[SEP]</sub>

6.1 Through our PSHE curriculum and worship children have the opportunity to discuss issues and voice concerns. Every class also has a 'worry monster' and they can put a note into it (which will be checked and followed up by a teacher). Miss Jackman also has one in her office.

6.2 In this school we aim:

- To create an atmosphere where children, parents and staff feel happy and confident; <sup>[L]</sup><sub>[SEP]</sub>

- For children, parents and employees to feel able to approach members of staff if they have concerns about <sup>[L]</sup><sub>[SEP]</sub>bullying involving themselves or others. <sup>[L]</sup><sub>[SEP]</sub>

- To take all concerns about bullying seriously and investigate the reported incident(s). <sup>[L]</sup><sub>[SEP]</sub>

- For children to take responsibility for their own actions. <sup>[L]</sup><sub>[SEP]</sub>

- To give children confidence to be assertive and be able to say "Don't do that. I don't like it". <sup>[L]</sup><sub>[SEP]</sub>

6.3 To support this principle, all children are told regularly, through class PSHE lessons and worship assemblies that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. <sup>[L]</sup><sub>[SEP]</sub>

6.4 Parents will always be made aware of issues involving their child and will be contacted if the incident cannot be quickly and satisfactorily dealt with and a constructive dialogue will be undertaken. On rare occasions, outside agencies may need to be involved. This would initially be done through the Educational Psychologist and must involve the child's / children's parents at this stage. In exceptional circumstances, the Chairman of Governors, Educational Welfare Officer or Social Services may become involved. <sup>[L]</sup><sub>[SEP]</sub>

6.5 Playtimes and Lunchtimes. Duty staff are responsible for ensuring high standards of conduct are maintained over lunch and playtime. An emphasis is put on intervening before misbehaviour occurs. <sup>[L]</sup><sub>[SEP]</sub>

## 7 The role of the class teacher

7.1 It is the responsibility of the class teacher to ensure that low-level disruption is addressed and dealt with promptly and that their class behaves in a responsible manner during lesson time.

- 7.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 7.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. Behaviour records are passed to the next class teacher and shared with all school staff. Any concerns are raised at the weekly teacher and LSA meetings, recorded on My Concern or if lower-level will be in the meeting minutes and shared by the lead MDA with lunchtime staff to enable them to monitor and to voice any concerns they may have.
- 7.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 7.6 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

## 8. Staff Development and Support

8.1 Part of the process of annually reviewing this policy involves general staff consultation and any contributions about how to improve behaviour are considered in the review process. <sup>[L]</sup><sub>[SEP]</sub>

□□The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance. <sup>[L]</sup><sub>[SEP]</sub>

The school will provide training for staff around the specific needs of pupils with continual behaviour problems. <sup>[L]</sup><sub>[SEP]</sub> This will inform part of our ‘package’ for support and intervention for that child usually organised by our SENCo.

### 8.2 Support <sup>[L]</sup><sub>[SEP]</sub>

It is the Governors and Headteacher’s responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and well-being. <sup>[L]</sup><sub>[SEP]</sub>

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of a staff. The governing body should instruct the headteacher to draw on the advice in the Dfe ‘Dealing with Allegations of Abuse against Teachers and other Staff’ guidance, when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. <sup>[L]</sup><sub>[SEP]</sub>

## 9 Liaison with Parents and Other Agencies

- 9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. At Great Easton we make sure parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.
- 9.2 Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the school's home school agreement whereby parents are encouraged to sign to show a commitment to the ethos and work of the school. [L] [SEP]
- 9.3 We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned by our Local Delivery Group (LDG) and are targeted specifically at the needs of our families. [L] [SEP]
- 9.4 Any parent can contact the school office to arrange a chat with their child's teacher at any, mutually convenient, time.

## 10. Cyberbullying

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber- bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive approach to manage such concerns. [L] [SEP] At Great Easton, when incidents of cyber and text bullying are brought to the schools attention, the following steps are put in place: [L] [SEP]

- Evidence is presented to the Headteacher/Assistant Headteacher. [L] [SEP]
- The parents of all children involved are informed. [L] [SEP]
- Headteacher/Assistant Headteacher speaks to the victim(s) and perpetrator(s) individually or grouped as [L] [SEP] appropriate. Key messages reinforced. [L] [SEP]
- Class teacher further reinforces key messages with class/year group that week. [L] [SEP]
- Agreement with victim(s) that this has been an unintentional\* one-off situation effectively dealt with or [L] [SEP]
- Victim(s) and perpetrator(s) moved to support group anti-bullying strategy. [L] [SEP]

When such incidents occur, newsletters will be used to promote parental advice regarding supervision of internet use. From DCSF 'Cyber-Bullying - a whole school community issue'. [L] [SEP]

Appendix Two: 'Cyberbullying: Advice for headteachers and school staff '

Appendix Three: 'Advice for Parents and Carers on Cyberbullying'

\*unintentional: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they

don't expect to be forwarded or viewed outside their immediate group.

See also: Dfe: Approaches to Preventing and tackling bullying. Advice for head teachers, staff and governing bodies June 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/715359/Approaches\\_to\\_preventing\\_and\\_tackling\\_bullying\\_-\\_case\\_studies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf)

## 11 Fixed-term and Permanent Exclusions

We follow the guidance in the Exclusion from maintained schools, academies and pupil referral units in England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

A summary of the main points of this document are listed below:

- When children behave badly and disrupt teaching in a school, exclusion can help to preserve the right to education of the other pupils. Government supports head teachers in using this sanction where it is warranted. However, permanent exclusion should only be a last resort, used where bad behaviour has escalated to unacceptable levels despite the best efforts of staff to manage it, or in response to a serious incident of the very worst behaviour.
- The decision to exclude a pupil needs to be robust, fair and defensible. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

## 12 Monitoring

- 12.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the kitchen. These records are shared at weekly teacher and LSA meetings.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## 13 Review

13.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### Appendix One:

#### Behaviour Management and Rewards

#### Examples of Rewards:

- ✓ House points or dojo points awarded by any member of staff for demonstrating a Christian value, excellent attitude, exemplary manners, hard work etc.
- ✓ ‘Ask me about...’ stickers used to focus in upon a child’s particular success. Members of staff will stop and ask the child about their sticker which encourages the child to speak about their reward and recognise why they have been praised.
- ✓ ‘Star of the Week’ nominations from staff and children are discussed at the Tuesday staff meeting and the child is recognised in Friday’s celebration assembly, given a star badge and certificate, the trophy for a week and children are asked to share their feelings and stories of success.

#### Examples of Sanctions:

LEVEL	BEHAVIOUR	CONSEQUENCES
1	Chatting Fidgeting Not Listening Making noises Talking too loudly Talking, not working Aimlessly wandering	Attention is given to those keeping rules by praising and rewarding Frowns Shaking head Reminder of what they should be doing and how their behaviour is interrupting the learning of others or upsetting them.
2	Repeated Level 1 behaviour after interventions Name calling Failing to do as asked Moving around the school or classroom inappropriately Being deliberately obstructive Inappropriate use of school equipment	Reminder of the rules and codes of conduct Question about action Reminder of the consequences agreed by the individual class councils Class Behaviour Book Discuss concerns with parents Ensure HT aware
3	Repeated Level 2 behaviour after intervention Physical or verbal aggressive behaviour e.g. hitting, poking, kicking, swearing, pushing, pinching, spitting and biting Throwing small items such as rubbers, pencils Offensive graffiti	Removal of privileges Class Behaviour Book Playground Behaviour Book in the kitchen Moving child for ‘Time Out’ to a ‘buddied’ by a positive role model Discuss concerns with parents Ensure HT aware
4	Repeated Level 3 behaviour after intervention Deliberately removing self from the working environment e.g. under table, coat area Repeated name calling Inciting others to behave	Discuss concerns with parents Consider One Page Profile for behaviour Consider withdrawal from classroom Involve HT in working with child & parents

	inappropriately at L3 or above Racist remarks	
5	Repeated Level 4 behaviour after intervention Three entries in the Class and/or Behaviour Book within two weeks Swearing at a member of staff Proven stealing Leaving the teaching area or teacher's sight without prior permission Temper tantrums or loss of control	Contact parents - formal recording for school records, Governors made aware in HT report Removal from class for safety of other children Lunchtime exclusion Fixed term exclusion and letter warning of possible permanent exclusion
6	Further entries in Behaviour Book after warning letter Assault of an adult Serious assault of a child Causing danger to staff or pupils through misbehaviour e.g. throwing large items, violent behaviour Leaving school premises	As above and Fixed term Exclusion Exclusion

**Appendix Two:**

**Cyberbullying: Advice for headteachers and school staff Who is this advice for?**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

**Overview**

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

Schools can offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice. Creating a good school- parent relationship can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Schools should also make clear that it is not

acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

## School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Here is some key advice for staff which may help protect their online reputation:

- ■■■ Ensure you understand your school's policies on the use of social media, Childnet's ['Using Technology' guide](#) has more information on what to be aware of.
- ■■■ Do not leave a computer or any other device logged in when you are away from your desk.
- ■■■ Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

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- ■■■ Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date. Advice can be found on the [Safer internet advice and resources for parents and carers](#).
- ■■■ It is a good idea to keep a check on your online presence - for example by typing your name into a search engine. If there is negative content online it is much easier to deal with this as soon as it appears. [The UK Safer Internet Centres Reputation](#) minisite has more information on this.
- ■■■ Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.
- ■■■ Consider your own conduct online; certain behaviour could breach your employment code of conduct.
- ■■■ Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.
- ■■■ Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your post if you do not have appropriate privacy settings.
- ■■■ Do not give out personal contact details - if pupils need to contact you with regard to homework or exams, always use your school's contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.

- ■■■ Use your school email address for school business and personal email address for your private life; do not mix the two. This includes file sharing sites; for example Dropbox and YouTube.

## If you are bullied online

- ■■■ You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- ■■■ Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- ■■■ Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- ■■■ Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- ■■■ If they refuse, it should be an organisational decision what to do next - either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, [The UK Safer Internet Centre](#).
- ■■■ If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

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Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

[The Professional Online Safety Helpline](#) is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

## Schools

Whole-school policies and practices designed to combat bullying, including cyberbullying, should be developed by and for the whole school community. All employers, including employers of school staff in all settings, have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents. [Kidscape has also produced best practice advice and guidelines for professionals.](#) The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at [www.antibullyingpro.com](http://www.antibullyingpro.com).

## Reporting

The whole school community should understand reporting routes and responsibilities. Many schools will appoint a designated person to deal with bullying while others will distribute responsibility among a number of staff.

## Acceptable use policies

Every school should have clear and understood policies in place that include the acceptable use of technologies by pupils and staff that address cyberbullying. Agreements on the responsible use of technology should include:

- ■■■ Rules on the use of school equipment, software and access routes when used on or off the school premises within school hours: for example, internet access, tablets, lap tops and mobile phones.
- ■■■ Acceptable behaviour for pupils and employees, including behaviour outside school: for example teachers' and pupils' use of social networking services and other sites, so as not to harm others or bring the school into disrepute.
- ■■■ School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school should endeavour to approach internet

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providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.

■ If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

## Useful resources

The Parent Zone has established a [training programme](#) designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to [help and support parents](#), particularly around e-safety.

Facebook has produced [Empowering Educators](#) support sheet specifically for teachers and launched the [Bullying Prevention Hub](#) with Yale's Centre for Emotional Intelligence.

## Getting offensive content taken down

If online content is offensive or 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.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

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 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 they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

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## Contact details for social networking sites

The [UK Safer Internet Centre](#) works with the social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	<a href="#">Read Ask.fm's 'terms of service'</a> <a href="#">Read Ask.fm's safety tips</a> <b>Reporting on Ask.fm:</b> 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.
BBM	<a href="#">Read BBM rules and safety</a>
Facebook	<a href="#">Read Facebook's rules</a> <a href="#">Report to Facebook</a> <a href="#">Facebook Safety Centre</a>
Instagram	<a href="#">Read Instagram's rules</a> <a href="#">Report to Instagram</a> <a href="#">Instagram Safety Centre</a>
Kik Messenger	<a href="#">Read Kik's rules</a> <a href="#">Report to Kik</a> <a href="#">Kik Help Centre</a>
Snapchat	<a href="#">Read Snapchat rules</a> <a href="#">Report to Snapchat</a> <a href="#">Read Snapchat's safety tips for parents</a>
Tumblr	<a href="#">Read Tumblr's rules</a> <a href="#">Report to Tumblr by email</a> If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	<a href="#">Read Twitter's rules</a> <a href="#">Report to Twitter</a>
Vine	<a href="#">Read Vine's rules</a> <a href="#">Contacting Vine and reporting</a>
YouTube	<a href="#">Read YouTube's rules</a> <a href="#">Report to YouTube</a> <a href="#">YouTube Safety Centre</a>

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## 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. If you are being bullied they will help you to change your number 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 malicious calls for them.

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## Appendix Three:

# 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, permanent, 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 to share their views directly.

## Social networking

Young people routinely access social media and much of their social lives are 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

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context 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 - bullying and cyberbullying prevention](#)

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 built in 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](mailto:help@theparentzone.co.uk) and [The Parent Zone - help](#)

## 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 as they

are there for a reason. 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](#)

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[information about talking to your child](#) and [antibullyingpro provides practical advice for parents](#)

## Advice for children

The following are some things that parents may wish to consider 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 offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending 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, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 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 eliminate his or her account.

- While you are on your mobile phone make sure you also pay attention to your 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; 3
  - 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.
  - Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
  - After texting or being online they may seem withdrawn, upset or outraged.
  - Not wanting to go to school and/or avoiding meeting friends and school mates.
  - Avoiding formerly enjoyable social situations.
  - Difficulty sleeping.
  - 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. [The Parent Zone-Top tips if your child is being bullied](#)

## 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 has produced advice for schools, available at: [supporting bullied children](#)

Cyberbullying on social networks can be upsetting and really knock their 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 put together 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 your child is being bullied.

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## 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 they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

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## 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	<a href="#">Read Ask.fm's 'terms of service'</a>

	<a href="#">Read Ask.fm's safety tips</a> <b>Reporting on Ask.fm:</b> 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.
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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
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150
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](#)

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