ST. JOHN'S CofE PRIMARY SCHOOL
ANTI BULLYING POLICY

'That all may Love, Learn, Flourish'

Date:	**Spring Term 2023**
Frequency of review	**Annual**
Reviewed by	**Curriculum and Standards**

This policy should be read alongside our Behaviour Policy.

Contents:

1. Statement of intent

At St. John's School, our vision: 'That all may love learn and Flourish underpins all we do. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development, and therefore to that of the school. It is vital that we have a consistent approach to behaviour management and zero tolerance to all kinds of bullying, that is understood by staff, pupils and parents; the policy below outlines how we aim to achieve consistency.

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 our behaviour statement which applies to all members of our school community.

At St. John's School, our policy is based on a belief that there must be respect and co-operation between all members of our school community and that learning to live together is an intrinsic part of all learning that takes place in our school. The ethos of the school and the planning of the broad curriculum, promote the good behaviour, attitudes and values necessary for individual children to contribute positively to their own personal development, and so to that of the school.

Bullying of any kind is unacceptable at our school and we aim to create an environment that prevents bullying from becoming a problem in the first place. We have one 'Golden Rule' which is to **Love One Another**. This rule is the foundation of the school's ethos and governs the expectations for high standards of behaviour. It is a fundamental expectation that the Golden Rule is followed by all members of the school community and implemented in all areas of the school's life. The Golden Rule permeates the whole school environment and expects respect and understanding for and by, all staff, children and parents. If bullying does occur, everyone should be confident that incidents will be dealt with promptly and effectively. We aim to be a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

As a school, we take bullying seriously. While this document deals specifically with bullying between children, the school will not tolerate or condone the bullying of any member of the school community, adult or child. If an adult member of the school community perceives that she/he is being bullied, the victim should bring her/his concerns to the attention of the relevant Line Manager or, if this is inappropriate, to another member of the Senior Leadership Team or the Chair of Governors.

2. Legal framework

> **What the law says:**
> Every school must have measures in place to prevent all forms of bullying.
> *From Preventing and tackling bullying. Advice for head teachers, staff and governing bodies October 2014*

3.   Definitions

What is bullying?
Bullying is behaviour by an individual or group, **often repeated over time**, that intentionally hurts, threatens, frightens or excludes another individual or group either physically or emotionally. It can take many forms (for instance, cyber-bullying via text messages or the

internet), and can be short term or continuous over long periods of time and can take place anywhere. (Remember STOP – it happens Several Times On Purpose).

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

What bullying is not:
- It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.
- We use the phrase **STOP** bullying to help children to identify when an incident should be classed as bullying words or actions. It is bullying if it is done **Several Times On Purpose (STOP).**
- Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying, it is an isolated incident. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationship. Issues which affect the children, such as these, are discussed and explored during PSHE lessons and circle time activities.

4.   Child on Child abuse

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by another child who could be the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. 'Child-on-child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying can be short-term, or can continue over a sustained period, but it is not a one-off incident. Bullying can be overt or subtle intimidation and can take many forms, but the three main types are:

- Physical: hitting, kicking, spitting, taking/abusing belongings

- Verbal: name-calling, insulting slurs/insinuations, making offensive remarks, threats of violence

- Indirect: intimidating looks, spreading nasty stories, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones or over the internet (cyberbullying), humiliating, ridiculing, insulting graffiti

5. Cyber bullying

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.

As with all other forms of bullying, cyberbullying is unacceptable and will be dealt with very seriously. Any known instances of cyberbullying should be reported to a member of the Senior Leadership Team. Once investigated, instances of cyberbullying could lead to the rights of the aggressor to use the Internet, being withdrawn at school.

Children are taught about the dangers and implications of cyber-bullying during Be Safe weeks throughout the year.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available from the DFE.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'useful resources'. It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. **(see Appendix for further information)**

The Department for Education has produced Advice for parents and carers on cyberbullying which is attached to this document or can be downloaded at;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf

6.   Bullies and victims

Bullying can happen to any child or young person. School staff should support all pupils who are bullied. Staff must remain vigilant about bullying and be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Some pupils are particularly vulnerable to bullying, such as those with special educational needs or disabilities. Some children may not be aware that they are being bullied; they may be too young or not have developed the social skills to understand the unkindness that is happening. 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.

Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. All children do not have to be friends with one another, but they

must be respectful and tolerant of one another's feelings.

7. Indicators of bullying

A child may display signs that could indicate that he/she is being bullied. Adults should be aware of these possible signs:

is frightened of walking to or from school	feels ill in the morning
doesn't want to go on the school / public bus	begins to do less well in his/her school work
begs to be driven to/from school	comes home with clothes torn or books damaged
changes their usual routine	has possessions which are damaged or " go missing"
is unwilling to go to school (school phobic)	becomes withdrawn anxious, or lacking in confidence
begins to truant	starts stammering
asks for money or starts stealing money (to pay bully)	attempts or threatens suicide or runs away
becomes aggressive, disruptive or unreasonable	cries themselves to sleep at night or has nightmares
is bullying other children or siblings	has items monies continually "lost"
stops eating	has unexplained cuts or bruises/evidence of self-harming
is afraid to use the internet or mobile phone	is frightened to say what's wrong
is receiving unexplainable texts, emails or messages	becoming short tempered
is nervous & jumpy when a cyber message is received	gives improbable excuses for any of the above

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Designated Lead (Emma Baker) who will inform the Local Authority Children's Social Care. Even where safeguarding is not considered to be an issue, staff may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child carrying out the bullying.

8. Prevention

There is no single solution to bullying. We use a variety of strategies and methods for helping children to prevent bullying. Our key strategies are to**:**
- **Create** an ethos of good behaviour where pupils intrinsically treat one another and the school staff with respect because they know that this is the right way to behave. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a calm and secure atmosphere that is free from disruption and in which education is the primary focus. A clear understanding of how our actions affect others permeates the whole school environment and is reinforced by staff and older pupils who set a good example to the rest. Good and kind behaviour is regularly acknowledged and rewarded. Celebrating success is an important way of creating a positive school ethos around the issue of bullying

- Frequently **reinforce** our Golden Rule. The Golden Rule is revisited at the beginning of each academic year as a theme for Collective Worship. It continues to apply before and after school hours, whilst children are on the school premises and whilst wearing school uniform to and from school. It is expected that parents/carers will support the school's Golden Rule at all times.
- **Build** an inclusive environment. Openly discuss differences between people that could motivate bullying, such as religion, race, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children, same sex parents/carers, lone parents/carers or children with caring responsibilities. This sometimes involves dedicated events, projects or Collective Worship. We aim to create a safe environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **Involve 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. Parents should feel confident that the school will take any issue about bullying seriously and resolve the issue in a way that protects the child.
- **Involve children** to ensure that they all understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. We aim to make it easy for children to report bullying so that they are assured that they will be listened to and incidents acted on. The 'Bird Box Post' is a particularly useful tool for this, especially if children are feeling nervous about telling (this includes children reporting bullying which may have occurred outside school including cyberbullying).
- **Promote** anti bullying messages at every opportunity reminding children that bullying of any kind is unacceptable and that we take it seriously in this school. We use the message STOP bullying to remind children of the definition of what bullying is and that it is important that if they have been bullied that they tell an adult. If a child feels they have been bullied we would always say to <u>S</u>tart <u>T</u>elling <u>O</u>ther <u>P</u>eople.
- **Promote** the important message that it is everyone's responsibility to speak out if they think bullying is taking place. This is a message for the possible victim and also anyone else in the school who might be a bystander or witness to bullying. It is important that everyone knows it is their responsibility to STOP bullying by <u>S</u>tart <u>T</u>elling <u>O</u>ther <u>P</u>eople and this is the message we consistently promote in school.
- **Identify** those children who may be more vulnerable to bullying including those with disabilities, learning needs, those who are young carers, from deprived backgrounds and those children who are fostered or looked-after.

In addition, we:
- Agree class 'Rights and Responsibilities' for each class at the beginning of each new academic year
- Hold regular cross year group afternoons e.g. Friendship Fridays to enable children from different class groups to get to know one another
- Regularly evaluate and update our approach to bullying to take account of developments in technology, for instance updating our 'acceptable use' policies for computers regularly.
- Teach children that using any prejudice-based language is unacceptable (Watch Your Communication)
- Teach the importance of gaining consent
- Provide different opportunities in the curriculum to discuss bullying e.g. ICT (on-line Safety) and PSHE
- Proactively gather information about issues between children which might provoke conflict. This might involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies

- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- Provide children with strategies such as saying 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet.
- Teach children how to recognise when others do not like what is happening to them e.g. reading body language).
- Discuss bullying in all year groups at an appropriate level as part of the PSHE curriculum which includes and Circle Time. Discuss incidents with the whole class regarding how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?

Other strategies to prevent bullying may include:
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or Collective Worship
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters

9. Intervention

All bullying behaviour or threats of bullying/suspected bullying will be investigated and measures to stop the bullying will be implemented immediately. This also includes bullying incidents that have occurred out of school.

We consider bullying to be an inappropriate behaviour (see Behaviour Policy) and therefore in order to show clearly that their behaviour and bullying is wrong, we will implement consequences when bullying is proven, ensuring that the consequences of the bullying reflect the seriousness of the incident so that the bully and others see that bullying is unacceptable and wrong. Consequences 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. We believe it is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

We need to recognise that the victims of bullying might require pastoral support over a lengthy period in order to regain self-confidence. The level and nature of support will depend on individual circumstances and the level of need.

From time to time, it may be necessary for us to use specific organisations/resources for help with particular problems. We welcome the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.

We will work with the other agencies and the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have been committed. We will also work with other agencies and the wider community to tackle bullying that is happening outside school if necessary. This will send a

strong signal to children that bullying will not be tolerated and perpetrators will be held to account.

Incidences of bullying are recorded so that the number of episodes, the nature of these and whether bullying is recurring between the same pupils is monitored. Numbers are reported to the Governors on a termly basis and the Safeguarding governor is made aware of any serious incidences.

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

This Policy will be working if:

a) children feel safe and secure at school

b) children know what to do should they feel threatened or frightened by anyone

c) parents, staff and governors are familiar with the policy and are actively involved in its support

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S.T.O.P.
Bullying is if someone does something unkind to you.
Several   Times   On   Purpose
S.T.O.P
If someone does bully you, you must -
Start   Telling   Other   People

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10. Help organisations

Advisory Centre for Education (ACE)   0808 800 5793
Children's Legal Centre   0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)   0845 1 205 204
Parentline Plus   0808 800 2222
Youth Access   020 8772 9900
Bullying Online   www.bullying.co.uk

11. Identifying Bullying

1	Every inappropriate incident to be recorded in the red file by a member of staff (Watch Your Communication, inappropriate physical contact, racism and homophobic language).
2	When a child appears in the red file more than once for Watch Your Communication, follow the consequence ladder.

3	Class teachers to monitor the names entered in the red file and to make SLT aware of children who are repeat offenders. Is there a pattern? Does the child named in the red file seem to be having problems with one specific child? How many incidents have occurred? Have these been accidents or have things been done on purpose?
4	SLT to regularly monitor the red files and the names of children entered and what they have been entered for. Head teacher to meet with parents/carers of children who regularly appear in the red file to discuss the ways forward and any relevant consequences.
5	Follow STOP - **S**everal **T**imes **O**n **P**urpose. If a child has been entered in the red file for more than 2 inappropriate incidents **against the same child and the incidents are on purpose**, class teachers will need to discuss the issues with a member of the SLT and decide whether this constitutes bullying.
6	If SLT and class teachers decide that bullying has/is taking place, a bullying form should be completed and meetings with the parents/carers of the children involved should be arranged in order to discuss the issues and the ways forward as well as any relevant consequences.
7	Relevant staff members to be informed of any bullying, particularly lunchtime supervisors, TA's and office staff in order to monitor the situation.
8	Designated Safeguard Leads to be informed.
9	Data from red files to be collated termly in order to inform governors in the Head Teacher's Report.

Department for Education

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

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 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

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;

- 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.

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.

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
TikTok	https://www.tiktok.com/community-guidelines?lang=en https://support.tiktok.com/en/safety-hc/report-a-problem
Facebook	Rules Report to Facebook Safety Centre
Instagram	Rules Report to Instagram Safety Centre
Snapchat	Rules Report to Snapchat Safety tips for parents
Tumblr	Rules Report to Tumblr If you email Tumblr, take a screenshot as evidence and attach it.
Twitter	Rules Report to Twitter
Vine	Rules Contacting Vine and reporting
YouTube	Rules Report to YouTube Safety Centre

Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centers 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](#)