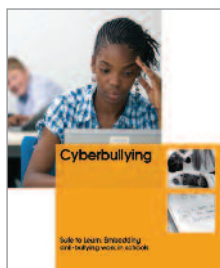




Resources

For links to the websites and resources mentioned in this pack, and a wealth of other useful information on tackling bullying, go to www.anti-bullyingalliance.org.uk

Government guidance



Safe to Learn: Embedding anti-bullying work in schools

This specialist guidance on tackling cyberbullying forms part of DCSF's suite of guidance on embedding anti-bullying work in schools. The material is presented as a series of separate documents including an overview

and separate guidance documents on tackling homophobic bullying; bullying around racism, religion and culture; and bullying involving children with special educational needs and disabilities.

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying



Cyberbullying: Supporting school staff

This document builds on the 2007 *Safe to Learn: Cyberbullying* guidance, and provides advice for employers of school staff – local authorities and governing bodies. It also offers advice for school staff about keeping themselves and their personal information safe.

www.digizen.org/downloads/cyberbullying_teachers.pdf



Safe from Bullying: Guidance for local authorities and other strategic leaders on reducing bullying in the community

This suite of guidance builds on *Safe to Learn* and outlines how bullying can be tackled in some key community settings, including children's homes, play and leisure, extended services in and around

schools, journeys, further education colleges and youth activities.

www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00363

Classroom resources

Let's Fight It Together

A DVD for pupils in Key Stages 3 and 4 that highlights the seriousness of cyberbullying and how everyone has the ability to prevent it from occurring or responding to it if it does occur.

www.childnet.com/order/default.aspx

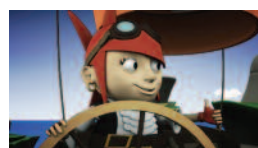


Cyberbullying Interactive

Cyberbullying interactive is an online resource that enables teachers to build on the cyberbullying DVD 'Let's Fight It

Together', and personalise and reinforce the learning from that film. Pupils have the opportunity to experience a day at school with the main character, Joe, and make decisions about how to help someone who is being cyberbullied.

www.digizen.org/cyberbullying/interactive/default.aspx



SMART Adventure

The *SMART Adventure* DVD for pupils illustrates Childnet's SMART rules. It includes cartoon characters who are guided by a set of 'real'

characters, the SMART Crew of young people, who guide them in their quest and help them make smart online decisions, including what to do about cyberbullying. A CD-ROM of six short modules for teachers and school staff accompanies the DVD for pupils.

www.childnet-int.org/kia/primary/smartadventure/default.aspx



SEN resources

Some SEN resources dealing with internet safety and cyberbullying include:

- a BSL version of the SMART rules
- BSL e-safety information for parents
- the SMART rules in Widgit symbols, posters and flashcards
- the SMART Adventure (see previous entry) in Clicker.

See <http://www.childnet.com/kia/sen>

Anti-Bullying Week 2009

Stay safe
in cyberspace



Social and Emotional Aspects of Learning (SEAL)

You can find more anti-bullying related activities in National Strategies' SEAL materials (including downloadable versions) for primary and secondary schools.

www.nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal

Help and advice



ChildLine

ChildLine is the UK's free, confidential helpline for children and young people. Trained volunteers are on hand to

provide advice and support, by phone and online, 24 hours a day. Whenever and wherever children need us, we'll be there. Call ChildLine on 0800 1111 or visit www.childline.org.uk



CyberMentors

CyberMentors is a safe social networking site providing information and support for young people affected by bullying. Young people aged 11–25 are trained as CyberMentors in schools and online,

so they can offer support and advice to other young people. CyberMentors are also supported by trained counsellors, who are available online if needed. For more information and free CyberMentors resources for teachers go to:

www.cybermentors.org.uk



Kidscape

Kidscape works UK-wide to provide individuals and organisations with the practical skills and resources necessary

to keep children safe from harm. They run assertiveness training courses for children and young people under the age of 16, their parents/carers, and those who work with them. Kidscape operates a telephone helpline for the parents and carers of bullied children. Call 08451 205204.

www.kidscape.org.uk



Parentline Plus

Parentline Plus is a national charity that works for, and with, parents. Its *Be Someone to Tell* website offers advice on

dealing with bullying in all its forms. You can also get support and advice from the Parentline helpline on 0808 800 2222 or email them at parentsupport@parentlineplus.org.uk for a free personalised response in three working days.

www.besomeonetotell.org.uk



CEOP

The Child Exploitation and Online Protection (CEOP) Centre is dedicated to eradicating the sexual abuse of

children. CEOP also provides help and advice on cyberbullying and maintains a website for children and young people about staying safe online.

www.thinkuknow.co.uk

Looking for more ideas?

Go to the Anti-Bullying Alliance website: www.anti-bullyingalliance.org.uk. The Anti-Bullying Week resources page includes lesson plans and assembly plans suitable for all key stages.





Teachers briefing

Bullying is never acceptable. The whole-school community has a duty to protect all its members and provide a safe, healthy environment that promotes well-being. For this year's Anti-Bullying Week, we have chosen the theme of cyberbullying: *The use of Information and Communication Technologies (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*

Cyberbullying

The experience of being cyberbullied, as with any bullying, can be very painful for those who are the targets. Adults need to help children and young people prepare for the hazards of using technology while promoting its many learning and social opportunities. As a teacher you are specially positioned to help your pupils understand how technology can be misused for cyberbullying.

Bullying is not new but some features of cyberbullying are different from other forms of bullying.

- Through the internet and mobile phones, children can be cyberbullied 24 hours a day, seven days a week.
- The World Wide Web has a very large audience and it is difficult to control the spread of unwanted messages.
- People who cyberbully may attempt to remain anonymous.
- Anyone can be a target, anyone can bully. Age or size is not important.
- Unlike other forms of bullying, some instances of cyberbullying are unintentional – such as a message sent as a joke or a text forwarded to unintended recipients.

Schools have reported many types of cyberbullying: from pupils spreading rumours and gossip by email or instant messaging (e.g. MSN) through to those establishing false profiles on social networking sites meant to embarrass other pupils or even teachers at the school.

Research conducted as part of the DCSF cyberbullying information campaign found that more than a third of 12–15-year-olds have faced some kind of cyberbullying. Many pupils say they would be hesitant to report cyberbullying for fear it would intensify or they would lose friends. Younger children often have a difficult time recognising cyberbullying and so they are unsure of when or who to tell.

The internet and online technologies are growing and changing at an astonishing rate and it is very easy for anyone to feel left behind. Children today grow up

using laptops, mobile phones and games consoles on a daily basis and are very proficient when it comes to communicating and playing games online. Now more than ever young people use online technologies to connect with their peers, create new content and discover the wider world. Being computer literate, however, is no substitute for being life literate, and schools are particularly well placed to help children and young people fill gaps in their knowledge when it comes to staying safe and using technology responsibly.

The **10 quick ideas** later in this briefing are designed to provide teachers with the tools to start a discussion with pupils about what cyberbullying is, how to prevent it from happening, and how to respond if it does. These may be particularly useful in and around Anti-Bullying Week (16–20 November) when schools may want to promote a particular focus on anti-bullying related work.

Curriculum links

The curriculum offers a range of opportunities to address cyberbullying throughout the year within subject areas such as ICT, citizenship and PSHE; and can help you to incorporate elements of primary and secondary SEAL and Healthy Schools objectives, as shown below.

The National Curriculum

KS1

Citizenship 3g, 2c

ICT 5c

KS2

PSHE and Citizenship 1c, 2b, 2c, 3e, 3f, 4a, 4d

ICT 1a, 1c, 3a

KS3

Citizenship 1a, 1h, 2a, 3c

ICT 1.4, 1.5, 2.1-4, 3

PSHE 2f, 2g, 3a, 3j, 3k

Anti-Bullying Week 2009

SEAL learning outcomes

Secondary 15, 18, 30, 36, 37, 41, 47

Primary 'Say no to bullying' theme

For further information visit

www.nationalstrategies.standards.dcsf.gov.uk

Healthy Schools

The following relate to the Ofsted self-evaluation:

PSHE 4a, 4b, 4c, 4e, 5a, 5b, 5c

Emotional Health and Well-Being 2a, 2b, 2c, 4b, 4c, 4f, 5b, 5c, 7c

For further information visit

www.healthyschools.gov.uk/Default.aspx

More generally, perhaps the best way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

Children with special educational needs

Some groups of children are potentially more vulnerable and more at risk than others when using ICT. These can include children with emotional or behavioural difficulties, learning difficulties, and other complex needs, as well as those whose English is an additional language, and looked after children.

Of course children with Special Educational Needs (SEN) can use the internet in educational, creative, empowering and fun ways, just like their peers. However, they may be particularly vulnerable to e-safety risks such as cyberbullying and may not recognise that they are being bullied. In addition, some children may not appreciate how their own online behaviour may be seen by someone else as bullying. Some children with complex needs may be

more likely to trust others implicitly. They may also find it more difficult to make judgements about what information is safe information to share with others. These can be challenging issues and it's important that your school's Special Educational Needs Coordinator (SENCO) works with teachers to develop strategies to support children and young people to develop the skills to use the internet and other forms of technology safely.

The further resources section includes information on resources that those working with children with Special Education Needs might find useful.

The UN Convention on the Rights of the Child

The 20th anniversary of the publication of the UN Convention on the Rights of the Child (UNCRC) falls during Anti-Bullying Week and will be celebrated worldwide on 20 November. Many of the rights and responsibilities in the convention have a direct bearing on anti-bullying work. Anti-Bullying Week provides a good opportunity to make the link between the UNCRC and the rights of children to access communication systems and to feel safe and confident in the cyberworld. Look for ideas and useful links in the Anti-Bullying Week pages on the ABA website (www.anti-bullyingalliance.org.uk).



10 quick ideas for teachers

1 Definition *Key Stage 2 and above*

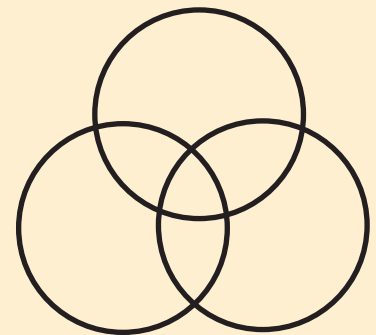
Have pupils form small groups and ask them to put into their own words what cyberbullying is, using words and short phrases. Have each group present their ideas and create a class definition to be posted in the classroom. You could also have pupils gather images and clip art online that represent cyberbullying. Have them create a collage and then write a short definition. Combine all collages to create a class mural and come up with a class definition to be posted in the middle.

2 Venn diagram *Key Stage 2 and above*

Provide pupil pairs with large sheets of paper and have them create a Venn diagram comparing and contrasting bullying and cyberbullying. Containing the information, for example, that:

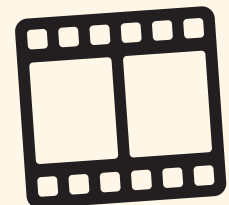
- *bullying* happens in person and can be physical or emotional.
- *cyberbullying* happens using ICT, it can happen 24/7, others may not realise their contribution to it, and it has potentially a much bigger audience.
- *both* cause distress and harm and are usually repeated over time.

From this comparison, help pupils come up with a definition of cyberbullying. This activity could also be completed using an interactive whiteboard.



3 Cyberbullying comic strip *Key Stage 2 and above*

As a whole class, create a list of cyberbullying examples (such as someone sending you a nasty text message). Have pupils create a three-box comic strip showing the beginning, middle, and conclusion of their chosen cyberbullying scenario. Pupils should be encouraged to feature a positive outcome. This activity could be done using PowerPoint or other school design software. Create a class book of these comic strips to be kept in the school library.



4 Send a kind email *Key Stage 2 and above*

As a way to demonstrate positive use of online technologies, have pupils draw a name of a classmate out of a hat. During the week each pupil must then send a kind email or instant message to the person they have chosen. Encourage pupils to print out their messages to be displayed on a class bulletin board.



5 List of responsible websites *Key Stage 3 and 4*

During the week, ask pupils to submit the URLs of websites that offer clear guidance on what to do if something goes wrong when you are using that site. For example, if it has a 'report abuse' function or clearly publicises the email address to which users can send questions or concerns. This could be made into a competition between classes. At the end of the week, send the list to your school's ICT coordinator to be published on the school website or in the ICT suite.





6 E-safety superhero *Key Stage 2 and above*

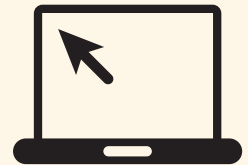
As a class, list ways to help a friend who is being cyberbullied (for example, tell an adult, save the evidence). Have each pupil create an e-safety superhero character who illustrates the ways in which you can stand up for a friend who is being cyberbullied. Pupils can use the website www.marvel.com/create_your_own_superhero to help them design and print a basic superhero.

7 Reporting *Key Stage 2 and above*

Having discussed what cyberbullying is and how it can affect the target, ask the pupils about different ways to report cyberbullying. What would be the best way for pupils to report cyberbullying to teachers? Once the report has been made, what would the pupils see as being the best way forward?

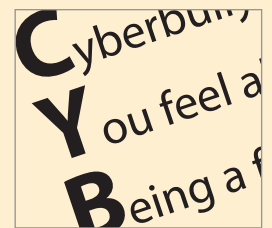
The information gleaned here could be used to inform acceptable use and bullying policies.

Take pupils into the ICT suite to explore some of their favourite online spaces and websites and have them investigate ways in which they could address any cyberbullying that might happen on these sites. (For example, report abuse on Facebook, flag a video on YouTube, set ThinkUKnow as a favourite site.)



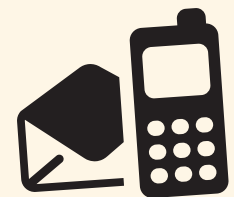
8 Cyberbullying acrostic poem *Key Stage 2 and above*

On a sheet of A4, have pupils write the word 'CYBERBULLY' vertically. For each letter of the word, pupils must write a sentence that starts with the letter that describes what effects cyberbullying can have on a person. (For example, Cyberbullying can make you feel very depressed, You feel all alone, Being a good friends online is important etc.)



9 Film random acts of kindness *Key Stage 3 and 4*

Encourage pupils to film one another demonstrating random acts of kindness. Select the top five films to show during school assembly at the end of the week. Allow pupils to film using their mobile phones and have them practise asking permission from those in the films to use their image before using it in the project.



10 E-safety compact *Key Stage 3 and 4*

Have your pupils think about being able to access all online and mobile technologies in school, including social networking sites like Facebook and YouTube and camera phones. What policies or rules would they put in place to make sure that all pupils were kept safe from harm, including cyberbullying? Have them come up with a class agreement, or contract, containing key rules.