



CYBER SAFETY

School Guidance Pack

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This Guidance Pack was compiled by **Hollie Parrish** (St. Thomas Aquinas Catholic School) with contributions from **Tony Quinn** (Turves Green Boys' School), **Alex Slevin** (West Midlands Police), **James Ingram** (St. Thomas Aquinas Catholic School) and Andy Pyper (Service Birmingham)



SAMPLE POLICY

SAMPLE POLICY

ANTI-CYBERBULLYING POLICY

INTRODUCTION

The school recognises that technology plays an important and positive role in young people's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip young people with the knowledge and skills to be able to use technology safely and responsibly.

AIMS

The aims of this policy are to ensure that:

- Pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
- Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
- We have effective measures to deal effectively with cases of cyberbullying
- We monitor the effectiveness of prevention measures

WHAT IS CYBERBULLYING?

- Cyberbullying is the use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying. It can also go further in that it can invade home/personal space and can involve a greater number of people.
- It can take place across age groups and school staff and other adults can be targeted.
- It can draw bystanders into being accessories.
- It includes:
 - threats and intimidation
 - harassment or 'cyber-stalking'
 - vilification/defamation
 - exclusion or peer rejection
 - impersonation
 - unauthorised publication of private information or images ('happy-slapping')
 - manipulation

SAMPLE POLICY

PREVENTING CYBERBULLYING

UNDERSTANDING AND DISCUSSION

- The Designated Senior Person for Child Protection (DSP) is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. The DSP will report to the Headteacher.
- Staff will receive training in identifying cyberbullying and understanding their responsibilities. The DSP will liaise with the Network Manager on this matter.
- All staff will be helped to keep up to date with the technologies that children are using.
- The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience. They will have a voice through the School Council.
- Pupils will be educated about cyberbullying through a variety of means:
 - in assemblies
 - conferences
 - Anti-bullying Week, projects (ICT, PSHE, Drama, English), etc.

Pupils sign an Acceptable Use Policy when they join the school.

POLICIES AND PRACTICES

- Ensure regular review and update of existing policies to include cyberbullying where appropriate
- Keep good records of all cyberbullying incidents; Publicise rules and sanctions effectively.
- Promoting the positive use of technology
- Make positive use of technology across the curriculum
- Use CPD opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Ensure all staff and children understand the importance of password security and the need to log out of accounts
- Making reporting easier
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement
- Publicise to all members of the school community the ways in which cyberbullying can be reported
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline.

SAMPLE POLICY

RESPONDING TO CYBERBULLYING

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
- It is possible that a member of staff may be a victim and these responses apply to them too

SUPPORT FOR THE PERSON BEING BULLIED

- Offer emotional support
- reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down
- Confiscate mobile phone, ask pupil to delete the offending content and say who they have sent it on to
- Contact the police in cases of actual/suspected illegal content
- In some cases, the person being bullied may be able to block the person bullying from their sites and services

SAMPLE POLICY

INVESTIGATION

- Staff and pupils should be advised to preserve evidence and a record of abuse
- Save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.iwf.org.uk), and the local police
- Identify the bully
- Any allegations against staff should be handled as other allegations following school guidance (for example, inappropriate use of social networking sites)
- Working with the bully and applying sanctions
- The aim of the sanctions will be:
 - to help the person harmed to feel safe again and be assured that the bullying will stop
 - to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
 - to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
 - Sanctions for any breaches of the Acceptable Use Policy will be applied
 - In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
 - The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change

EVALUATING THE EFFECTIVENESS OF PREVENTION MEASURES

- Use the School Council and other appropriate forums to hear the children's point of view
- Identify areas for improvement and incorporate children's ideas
- Conduct regular evaluations

LEGAL DUTIES & POWERS

- The school has a duty to protect all its members and provide a safe, healthy environment
- Head teachers have the power 'to such extent as is reasonable' to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. (Education and Inspections Act 2006)
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone -they may not search the contents of the phone unless the Deputy Head or Headteacher agrees
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997



RECOMMENDATIONS

FOR IMPLEMENTATION - SCHOOL LEVEL

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

SENIOR LEADERSHIP TEAM LEAD

It is highly recommended that each school allocates a member of SLT to oversee cybersafety. This would involve policy implementation, regular monitoring and evaluation of actions. In addition, the policy could be part of the generic school anti-bullying programme, acting as an appendage to this or part of Internet safety and usage.

The key points are:

- A named person from SLT leads on cyber-safety
- The named person is responsible for all aspects of the subject
- Feedback through that person to the Police & Schools Panel via the Headteacher

ANNUAL REPORT TO GOVERNORS

It is highly recommended that each school reports back to Governors on cybersafety as part of the statutory pastoral review. Incorporating into bullying incidents and actions taken will provide Governors with clear outlines of school implementation of policy.

The key points are:

- There should be an open approach to cybersafety and related bullying incidents.
- Governors should be made aware of school issues and actions.
- Cyberbullying should be treated as other forms of bullying and acted on appropriately.

STAFF GUIDANCE

All staff have a responsibility to the school to act appropriately and in a professional manner. Through the ICT Acceptable Users' Policy and Anti-Cyberbullying Policy, ALL staff (teaching and non-teaching) should be protected from any abuse towards them. Conversely, staff should be aware of their status and responsibilities when accessing potential vulnerable sites such as those through social networking. Investigations and possible sanctions should be treated as part of the school's Disciplinary policy. Finally, cybersafety should be incorporated into Child Protection training and refresher bulletins and staff again reminded of their responsibilities and rights.

The key points are:

- Staff need to be made continually aware of their responsibilities and the risks that exist with social networking sites.
- Cybersafety should be part of Child Protection training.
- Disciplinary action should be viewed from the existing school model.

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

STAFF TRAINING RECOMMENDATIONS

It is recommended that this Cyberbullying Training Session form part of wider Child Protection Training for school staff. Outlined below are the key messages/issues staff should be made aware of and some suggestions for running the sessions.

QUESTION/DISCUSSION SESSION

What is Cyberbullying?

Invite staff group to share any existing knowledge they may have about what Cyberbullying actually is in order to draw out and confirm the following facts which form part of the template policy:

Cyberbullying is the use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else.

It includes:

- Hate messages – where an aggressor leaves a plain threat or insult
- Flaming – when a discussion on a forum or website turns really nasty, often quickly
- Identity Theft – setting up a social network page for someone without their consent, then posting false opinions under that alias – usually designed to inflame opinion against them, humiliate them or instigate trouble between peers
- False Allegations – claiming for example, on an anti-racism website that Person X is a racist, then posting personal details
- Releasing private information about Person X to encourage further privacy invasion

What's Different About Cyberbullying?

- 24/7 and the invasion of home/personal space
- The audience can be very large and reached rapidly – the difficulty in controlling electronically circulated content means the scale and scope of cyberbullying can be greater than other forms of bullying
- People who cyberbully may attempt to remain anonymous
- The profile of the bully and target – cyberbullying can take place between peers and across generations; teachers have also been target.
- Bystanders can become accessories to the bullying e.g. by passing on a humiliating image
- Some instances of cyberbullying can be unintentional – e.g. saying something negative about a friend that you don't expect to be forwarded

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

Statistics

- 22% of children and young people claim to have been the target of cyberbullying
- 15% of teachers responding to a 2009 survey carried out by Teacher Support Network and The Association of Teachers and Lecturers reported they had been victims of cyberbullying
- 46% of teachers surveyed for Becta's E-Safety and Web 2.0 Report (September 2008) reported negative experiences caused by pupils using web 2.0 technologies (defined as participatory mobile and web-based sites and services)
- In May 2007 the NASUWT surveyed teachers over a period of 5 days on cyberbullying. Almost 100 teachers reported incidents of cyberbullying by pupils using mobile phones and web-based sites that had caused real distress and trauma
www.nasuwt.org.uk/cyberbullying

INFORMATION SHARING SESSION

The person leading the session should provide information about schools' stance on Cyberbullying issues. This will likely have to take the form of a presentation and handout of key documents such as the policy, 'netiquette' and reporting/escalation procedure.

SAMPLE PRESENTATION SLIDE CONTENT

What is the school doing to combat Cyberbullying?

- Policy - take staff through the schools existing Anti-Bullying and Anti-Cyberbullying Policies
- Taking it seriously – Cyberbullying can be a living hell for those who are experiencing it – don't pretend it's just a few nasty words in the playground. Comments can stay online for a long time. Lies can become truths and damn the victim – especially when they're hurtful and personal
- Teaching children how to use the technology appropriately – 'Netiquette'
- All staff should be teaching children about what is acceptable practise in e-communications and what isn't
- Teachers mustn't be afraid of laying down the law – it is best if children take their behavioural cues from a responsible adult rather than the loudest mouth in the chatroom
- Incorporate Netiquette teachings whenever opportunities arise:
 - Never post something in a public area you wouldn't want the whole world to see
 - Never give out personal information about yourself on an open forum
 - Remember who your real friends are – block-adding friends you don't know well makes you vulnerable – everyone can see your thoughts, feelings and make contact with you
 - Sort your security settings
 - Don't respond to attacks – save them as evidence, show an adult (parent/teacher)
 - Zip it – (don't respond), Block it (if you can, block the user sending the abuse), Flag it (show and adult, or report to online safety site)

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

SAMPLE PRESENTATION SLIDE CONTENT CONTINUED

What is the school doing to combat Cyberbullying?

- Ensuring children know that cyberbullying leaves a comprehensive forensic trail – Service Providers and Police will be able to track bullies down – regardless of whether items have been deleted and formatted – even burnt hard drives are recoverable! Mobiles too.
- Involving parents – promoting the policy, educating around security settings and keeping their children safe online, ensuring they are aware that the Police could become involved in incidents

Law

There is not a specific criminal offence called cyberbullying, activities can be criminal offences under a range of different laws including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 2988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts of 1952 and 1996

Refer to the Police Pack for more information.

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

UNION ADVICE

Teaching and workers unions have provided various pieces of guidance to school staff on how to keep safe online and how to deal with incidents.

Information can be found online:

NASUWT

http://www.nasuwat.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513

UNISON

http://www.unison.org.uk/education/schools/pages_view.asp?did=9786

RECOMMENDATIONS FOR IMPLEMENTATION – SCHOOL LEVEL

ADDITIONAL SUPPORT

PROFESSIONALS ONLINE SAFETY HELPLINE

If you have a cyber-bullying or digital safety concern

call 0844 381 4772

Email: helpline@saferinternet.org.uk

The Safer Internet Centre has been funded by the European Commission to provide a Helpline for professionals who work with children and young people in the UK, specifically tackling the area of e-safety. They provide support with all aspects of digital and online issues such as social networking sites, cyber-bullying, sexting, online gaming and child protection online.

The Helpline aims to resolve issues professionals face about themselves, such as protecting professional identity and reputation, as well as young people in relation to online safety.

Where possible, queries will be responded to within 3 hours (during the office opening hours). More complex issues may take longer to fully resolve, and Helpline staff will keep service users updated throughout the process.

It is primarily a signposting, advice, and mediation service, any urgent risk to children should be dealt with via normal safeguarding procedures. Due to the nature of the service, confidentiality cannot be guaranteed, we will endeavour to protect anonymity where possible and will discuss beforehand if we need to share information with other relevant agencies.

Hours of operation are Monday to Friday, 10am to 4pm. The Helpline can be emailed at any time, and these will be responded to during our normal working hours. A Skype chat service is also available during operating hours

The Helpline is an Associate Member of The Helplines Association, and the Anti Bullying Alliance. The UK Safer Internet Centre is also a member of the UK Council for Child Internet Safety (UKCCIS).

Facebook page at <http://www.facebook.com/pages/Professionals-Online-Safety-Helpline/114275378652498>



STUDENT SESSIONS

STUDENT SESSION 1

DIGITAL VALUES (INSPIRED BY MIKE RIBBLE'S DIGITAL VALUES LESSON)

Target Audience: Key Stage 3
Lesson Aim: Pupils will consider how to transfer their offline values into the online world

Learning Objectives

- LO: to consider behaviour on the internet
- LO: to begin to formulate ideas of what is needed to be a safe, secure and moral digital citizen

NATIONAL CURRICULUM LINKS

Curriculum Area Strands: Pupils should be taught...

ICT: 1.4 b. Recognising issues of risk, safety and responsibility surrounding the use of ICT.
Citizenship: 1.2 a. Exploring different kinds of rights and obligations and how these affect both individuals and communities.
PSHE: 1.4 a. Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

Timing: 60 minutes

Key Vocabulary: digital citizenship, moral compass, ethics/ethical, values, scenarios

Preparation: Familiarise yourself with the lesson resources. Print a4 compass options and attach to the wall in different areas of the classroom/hall.

Organisation: Individuals, pairs, or small groups, then whole class discussion

Resources: Copies of the digital compass, a large space (or a cleared classroom)

Lesson Outline

Starter: What is a good citizen?
10 minutes

Activity 1: Whole group "What's your answer?" activity
20 minutes

Activity 2: Conscience alley
10 minutes

Plenary: How can you be a good digital citizen?
10 minutes

Extension: Create captions to post around school to encourage good digital citizenship

STUDENT SESSION 1

DIGITAL VALUES (INSPIRED BY MIKE RIBBLE'S DIGITAL VALUES LESSON)

Lesson Detail

Starter: Ask pupils for examples of what a good citizen is. E.g. a good citizen is: Honest, looks for ways to improve their community, helps others etc

Activity 1: 20 minutes

See separate document "[What's your answer?](#)" Introduce activity: pupils begin to consider what makes a good online citizen by reacting to statements and moving to a sign in the room that matches their response. E.g. teacher may read out "Using mobiles in the classroom" some pupils may move to the sign "wrong", others may move to the "depends on the situation" sign, giving the reasoning that some of their teachers use mobiles to teach with. To extend this activity ask pupils to volunteer statements.

Activity 2: 10 minutes

Take one of the most contentious subjects e.g. accepting unknown contacts on to MSN and social networking sites. A decision maker walks down the alley and is to be persuaded by peers making encouraging/discouraging statements on either side e.g. "The contact might be a friend, accept them and see" or "This new contact is a stranger they could send you nasty messages". The most persuasive calls will influence the decision maker who, at the end of the alley, will make their final decision. This activity allows pupils to explore all areas of their responses to the previous exercise.

Plenary: 10 minutes

Challenge pupils to think about how they can be a good digital citizen.

Teachers may want to display some of the sentences from "What's your answer?" on an interactive whiteboard to stimulate ideas of how to be a good digital citizen.

Potential homework activity: Make a PowerPoint/ a short film/animation/ a poster about what it takes to be a good online citizen.

Encourage pupils to think of their digital compass when challenged with online situations.

Teachers' notes and guidance for "What's your answer?"

In responding to the pupils decisions teachers should remember that although pupils may be knowledge rich in terms of how to use technology they are often wisdom poor. It may be useful to remember that for many pupils this may be the first time that they have evaluated their online actions so they may not know the answers immediately! Encourage pupils to be honest in their responses to the statements and to not just think about their feelings but also the feelings of others. Empower pupils with the knowledge that there are many "grey" areas in the online environment meaning that sometimes there isn't a right or wrong answer.

Guidance is given below to support teachers in class discussion.

Using mobile phones in classrooms.

In many schools using mobile phones is against school rules, at least during lessons. However, some pupils may have had the experience of teachers using mobiles in classrooms and have good experiences to share with the rest of the class.

STUDENT SESSION 1

DIGITAL VALUES - ACTIVITY

Teacher instructions

- Print out the A4 sheets below and attach them to surfaces in the space you are using for the activity.
- Gather pupils in a central position and show them the different signs.
- Once they are familiar with each sign introduce the activity. This activity works best when pupils work as individuals, however some teachers may want pupils to work in small multi ability groups.
- As the teacher you are going to read a variety of statements relating to the online environment.
- Pupils must move to the sign that best matches their response.
- Once pupils have chosen a sign that they agree with ask them to explain their choice.

Pupils must use the 21st century digital compass to respond to these statements – are they the right thing or wrong thing to do? These statements are reproduced in the lesson plan alongside guidance for teachers in terms of how they may guide discussion after the activity.

- Using mobile phones in classrooms
- Visiting unknown websites included in emails from people you don't know
- Forwarding on nasty texts about other pupils
- Forwarding on chain emails
- Letting your mates know about a site that helps with history coursework
- Uploading photos of your mates on to a social network
- Always accepting anyone who asks to be your buddy on instant messenger or a social network e.g. Myspace/Facebook.
- Ignoring messages from your anti virus saying that updates are available
- Downloading an example of a level 5 essay from the school virtual learning environment/ pupil website
- Having online discussions, with someone you don't know, about private things

PRINT OUT FOLLOWING HEADINGS ON INDIVIDUAL PIECES OF A4:

RIGHT

I DON'T KNOW

IT'S AN INDIVIDUAL CHOICE

WHAT'S THE BIG DEAL?

WRONG

AS LONG AS I DON'T GET CAUGHT

DEPENDS ON THE SITUATION

I'M NOT SURE IF IT'S WRONG

STUDENT SESSION 1

Visiting unknown websites included in emails from people you don't know.

There are a lot of unknown factors in this statement – neither the sender of the email nor the link in the email is known. Viruses can be downloaded inadvertently from websites. Some pupils may say they would run their anti virus software so that in looking at the link they can be as safe as possible.

Forwarding on nasty texts about other pupils.

Immediately this appears to be a statement that firmly sits in the “wrong” direction of the compass. However, what if a pupil is forwarding the text on to a member of staff to let them know what is occurring in their school?

Forwarding on chain emails.

Chain emails are often violent and scary; however there are some chain emails that some pupils are happy to receive. There may be a spread of answers to this question. Pupils may find it useful to have a class consensus about the forwarding on of these types of emails. If pupils don't like receiving chain emails suggest deleting them upon receipt.

Letting your mates know about a site that helps with history coursework.

A great use of technology, however, what if the finder of the site hasn't looked at the information in detail and hasn't cross checked the content. What could a friend do to make sure they are forwarding on the most useful information?

Uploading photos of your mates on to a social network.

Photos are often a large part of young people's online experiences and many pupils are happy for their photos to be posted online. Some pupils may suggest that there are photos that have been posted about them that they are unhappy about. Can pupils find a solution for this? Many social networks make available reporting facilities for abusive photos – do all pupils know how to do this?

Always accepting anyone who asks to be your buddy on instant messenger or a social network e.g. Myspace/Facebook.

It is incredibly important that pupils spend time reflecting on who they accept in to their online areas. Encourage pupils to be honest in this response so that as a class you can effectively reflect on current practice within the pupil body.

Ignoring messages from your anti virus saying that updates are available.

An important aspect of internet security is keeping up with updates to ensure the best protection for computers.

Downloading an example of a level 5 essay from the school virtual learning environment/ pupil website.

A teacher may have made this available for pupils to improve their writing skills, although this statement may give the opportunity to discuss appropriate use of online information.

Having online discussions, with someone you don't know, about private things.

The internet can be an environment where users feel anonymous and they can become involved in conversations of a private matter with people they have never met. This can be a positive thing in terms of online counselling services such as Childline. However, some people engage children and young people in private discussions through flattery, persuasion and manipulation. Young people need to be aware of this and make sure that their private discussions are done with trustworthy, qualified people.

STUDENT SESSION 2

Target Audience: Key Stage 3
Lesson Aim : Pupils will assess their own online behaviours by exploring social networking profiles to examine safe and potentially unsafe choices.

Learning Objectives :

- Pupils will identify safe choices and behaviours exhibited on a social networking profile
- Pupils identify potentially unsafe features and behaviours exhibited on a social networking profile
- Pupils will discuss strategies to manage their own reputation online

NATIONAL Curriculum Links

Curriculum Area Strands:

Pupils should be taught...

ICT: 1.4 b. Recognising issues of risk, safety and responsibility surrounding the use of ICT.
2.3 b. communicate and exchange information (including digital communication) effectively, safely and responsibly

PSHE : 1.3 a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
2.2 a. use knowledge and understanding to make informed choices about safety, health and wellbeing.

Timing: **50 minutes**

Key Vocabulary: social networking, profiles, Facebook, MySpace, Bebo, private and public, advertising, member, personal information

Preparation: Find out which social networking site is most popular in the class.

Organisation: Individuals or pairs.

Resources: Copies of Social Networking Detective, highlighters or different coloured pens or pencils.

Lesson Outline

Starter: Discuss social networking sites – pros and cons 10 minutes

Activity 1: Explore the profile and highlight features and behaviours 10 minutes

Activity 2 : Discuss given questions – debate 15 minutes

Plenary : Recommend strategies and choices to protect Chloe 5 minutes

Extension : Safeguard own social networking profile Homework

STUDENT SESSION 2

Lesson

Starter: Ask questions relating to who has a social networking profile, who uses Bebo? Who uses Facebook? etc. Why do they use them? What do SNS allow that other services or offline doesn't? Any experience of using SNS should be encouraged to be shared at this point.

Activity 1: Ask pupils to work together or individually to highlight the safe and potentially unsafe features and behaviours exhibited on Chloe's social networking site. Encourage the class to discuss how and why they categorise these aspects of the profile.


Activity 2: Ask the class the given questions relating to Chloe's profile to encourage pupils to share their thoughts and ideas previously discussed in pairs. This could be set up as a debate between the class on who thinks SNS are great and who thinks they are not great and why.

Plenary : Generate at least 5 ways that Chloe can improve her profile to make sure it is safer.

Homework: Challenge pupils to look at their own profiles online to ensure they are as safe as possible.

STUDENT SESSION 2

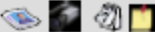
friendbook Home Profile Friends Inbox Settings Log out Search



Chloe Summer Lewis Bored of doing homework already :-| 30 minutes ago

Wall

Write something...

Attach  Share

Chloe Summer Lewis Bored of doing homework already :-| 30 minutes ago • Comment • Like • See Wall-to-Wall

Billy G Started your English homework yet? 2 hours ago • Comment • Like • See Wall-to-Wall

Chloe Summer Lewis working on it now—thinking i might just use an essay i wrote last year... 1 hour ago

Write a comment ...

Lindsey Dickinson So your mum and dad are away for the weekend? Home alone!! 4 hours ago • Comment • Like • See Wall-to-Wall

Aatish Dasari Party at Chloe's then? Where do you live? 3 hours ago

Chloe Summer Lewis Um, Do I know you? 3 hours ago

Write a comment ...

Mary Pope Thanks heaps for reporting those comments about my photos. You're such a good friend xx 5 hours ago • Comment • Like • See Wall-to-Wall

Chloe Summer Lewis


Paaaaarty! Created 1 day ago

holiday snaps Created about 2 weeks ago

Paaaaarty! 58 new photos Yesterday at 02:17 • Comment • Like • Share

Create an Advert


16? FREE SLUGG boots!



Free boots online along with hundreds of your other favourite brands.

Like


2 stone in 2 weeks!



Guaranteed weight loss of up to 2 stone in just 2 weeks. Clinically proven effectiveness.

Like

Hot singles online!



Meet sexy singles in your area today. Find your soul mate!

Like

Information

Relationship Status: Single







Birthday: 5 November

Looking for: whatever

Political views: still deciding

Friends

2,186 Friends View All

 Billy G	 Mary Pope	 Evie Russell
 Grace Beynon	 Mason Allen	 Foxy Vixen

Photos

2 of 17 albums See all

Paaaaarty! Created 1 day ago

holiday snaps Created about 2 weeks ago

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STUDENT SESSION 2

mebo Home Profile Friends Mail Explore Settings Help Log Out Search...

Advertisement

 WIN a pair of SLUGG boots



ONLINE NOW

<sexkittin_chloe>
single | seventeen | norwich

[Chloe_Summer_Lewis@email.com](#) • MSN
[chloe_summer_lewis](#) • Friendbook

I luv
thunderstorms • smoothies • cycling •
weekends • no homework • starbucks
caramel macchiatos • happy endings • river
island • sleepovers • the killers • going out
• the cinema

I h8
mondays • being sick • rules • the word
'no' • bad breath • itchy jumpers • spicy
food • small talk

Someday...
I will have my own car • my biggest problem
will be which pair of shoes to wear • I will be
a lawyer and live somewhere exotic • I will
appreciate art

Gender
Female

Last Active
Online Now!

Share the Luv
♥ 825

Country
UK

Hometown

FirstlastName's URL
http://www.mebo.com/sexkittin_chloe

Member Since
May 2004

Firstlast says:
"Bored of doing homework already :
~" (1 day ago) [me too!](#) | [Reply](#)

Hot singles online!
Meet sexy singles in your
area today. Find your
soul mate!



[Click here to follow your dreams](#)

Mebo Mobile Enabled

Mebo IM

Skype [Chat \(text\)](#) | [Call \(talk\)](#)

[Send a Message](#) | [Saved Messages](#)

[See Photos of Her \(17\)](#)

[Write a Friend story](#)

[Add as Friend](#)

[Use this Skin](#) | [Favourites](#)

[Send-It](#)

[Block](#) | [Report Abuse](#)

friends ▾

8 of 2,186 friends | Random Friend



matposa



LindsayD



Aatshas



LEEvie



Billy G



IdrisSude



MaSoN



Gracie

Advertisement

2 stone in 2 weeks!

Guaranteed weight loss of up to 2 stone
in just 2 weeks. Clinically proven
effectiveness. Do you want to lose weight
for summer?

[Click to start losing now](#)

comments ▾



Billy G
Started your english homework yet?

2 hours ago



Lindsey Dickinson
So your mum and dad are away for the weekend? Home
alone!

4 hours ago



Aatish Dasari
Party at Chloe's then? What time should we turn up?

4 hours ago



Evie Russell
Thanks heaps for reporting those comments about my
photos. You're such a good friend xx

5 hours ago

STUDENT SESSION 2

Sponsored Links
Lose 2 Stone in 2 Weeks
Guaranteed weight loss of up to 2 stone in just 2 weeks. Clinically proven effectiveness. Do you want to lose weight for summer?
www.digizen.org

People ▾ POWERED BY OoogLe

[Home](#) [Mail ▾](#) [Profile ▾](#) [Friends ▾](#) [Music](#) [Video](#) [More ▾](#) [Lost?](#) [Chloe S.. ▾](#) [Lite ▾](#) [My Account](#) [Sign Out](#)



Chloe Summer Lewis
Bored of doing homework already [view more](#)
[View My: Photos Videos](#)
Chloe
17/ Female
Norwich, UK
Last Login: 28/8/20
 **Online Now!**

[Send Message](#)
[Add Comment](#)



Details

Status: single
Here for: friends
Hometown: wouldn't you like to know
Zodiac Sign: virgo
Education: still working on it
Occupation: we'll see

Interests

I luv
thunderstorms • smoothies • cycling • weekends • no homework • starbucks caramel macchiatos • happy endings • river island • sleepovers • the killers • going out • the cinema

Friend Space (Top 4)
Chloe has 2,186 friends. [View: All Online New](#)

 Gracie	 Willie G
 LilEvie	 MaSoN

Comments

Displaying 5 of 107 comments [View All](#) [Add Comment](#)

 Willie G 28
August 2009 00:31
Started your english homework yet?

 lindzee 28
August 2009 20:55
So your mum and dad are away for the weekend? Home alone!!

 AATISH 28
August 2009 20:24
Party at Chloe's then? Where do you live?

 LilEvie 28
August 2009 19:16
Did you end up reporting that comment that was put up about your photo?

 Gracie 28
August 2009 18:45
Luv the party photos you put up from last weekend!!! Somebody had too much to drink LOL!

24


STUDENT SESSION 2

Social Networking Profiles: Discussion questions

These social networking profiles have been created to stimulate discussion about safe and potentially unsafe practices and features on social networking sites. They, together with the accompanying questions, have been designed to highlight ways in which users can protect themselves through appropriate use of the technology and also through choices they make.

Challenge yourself, your class, or your kids to make your own profile as safe as possible using the tools on social networking sites and your own decisions about best practice as a user.

Highlight safe and unsafe features of this page (using different coloured markers/pens).

Safe and responsible social networking	Potentially unsafe and inappropriate features
<ul style="list-style-type: none"> Use of cartoon image as a profile photo Limited personal information is listed Evidence about how Chloe helped a friend who'd been <u>cyberbullied</u> Chloe asks how she knows someone who has left a comment on her profile page Using the service to communicate about homework and other positive things <p><u>Mebo:</u></p> <ul style="list-style-type: none"> Report abuse and block buttons are clearly visible Visible block and report abuse options on the page <p><u>Friendbook:</u></p> <ul style="list-style-type: none"> No year given for <u>birthdate</u> (therefore no age) 	<ul style="list-style-type: none"> Chloe uses her full name. Her username and email address are also provocative Chloe's page is not private as indicated by an unfamiliar user asking where she lives (<u>Aatish</u>) It is unlikely that the Chloe knows 2,186 'friends' personally also suggesting this is a public profile Her email address is listed on this (public) page Chloe has posted photos of partying at the weekend and photos of her in a bikini on holiday Inappropriate adverts on the page – these may be based on the Chloe's personal details (gender and relationship status) Chloe is considering plagiarising her own work as she does her homework Chloe has been in contact with her page for at least 3 hours on the same day One of Chloe's friend's mentions that Chloe's parents are away for the weekend <p><u>Mebo:</u></p> <ul style="list-style-type: none"> Chloe joined before the legal age (Member since May 2004, age listed as 17) <p><u>Friendbook:</u></p> <ul style="list-style-type: none"> Chloe has been online (possibly) constantly for around 3 hours as can be seen by the number of and time stamps on the comments

Is Chloe's profile private or public? How do you know?

– probably public – given the amount of friends, and friends that don't know where she lives. She also admits to not knowing someone who asks where she lives

What types of personal information is important to keep safe/private online?

– email, full name, images – photos and videos, date of birth, address, phone numbers, other people's information

What is appropriate to share?

– any information that doesn't give away your location or that will harm your reputation

How long does information stay online?

– potentially forever. It can be copied, changed and used elsewhere and may never be completely retrieved from the digital world

STUDENT SESSION 2

Social Networking Profiles: Discussion questions Continued

Who could potentially see information online? Now? In the future?

– parents and carers, teachers, employers, academic institutes, e.g. universities and polytechnics, anyone searching the web

How can you protect your safety and information on this service?

– ensure your profile is private and that options for privacy with regard to photos and other applications have been considered

How long has Chloe been online or checked her profile today?

– currently around 3 hours. It is important to manage time spent on these services. Be careful to prioritise the time spent online between work that you need to do and social activity. It is also recommended that you spend a more significant amount of time undertaking offline activities

What are your thoughts about the advertising found on Chloe's profile? Do you think it is appropriate for Chloe to be receiving adverts for dating services and weight loss products?

– please also note these adverts can be based on what you chat about or feature on your profile

Social Networking Profiles

Further questions, background information and things to consider

What safety features are available on social networking pages to manage your reputation and protect yourself against things like cyberbullying?

The best way to protect yourself when using social networks is to ensure that your site is private, meaning that it can only be accessed by your friends or people you make a conscious decision to accept as a contact. Think about how you would like other people to perceive you, including schools and universities or future employers. It is important that you know how to block other users from accessing your information and that you know how to report abuse if it occurs on your page. It is recommended that you find out how to save conversations or learn how to take a screen shot in order to collect evidence of misuse of your profile should it occur.

Look at each of your social networking sites. Would you be happy for your family members to view the contents of your page? Is your profile private? Can you see a place to report unwanted or abusive comments? Do you know how to block another user from seeing your content? Can you save conversations or take screen shots of instances of misuse to use as evidence?

What are the privacy settings available for photo albums?

As with any information added to a personal profile, you have a choice about what is displayed and who can see it. Whenever you create a new photo album or upload new photos make sure that you set the privacy settings to 'only friends'. Photographs can give away a lot of truly personal information—your hair colour, eye colour, what your hobbies are, what your friends look like, and about how old you might be. Keep this kind of personal information safe from people that don't know you in the real world.

Check the settings of your online photo albums to be sure that each one is set to 'only friends.'
Consider making a cartoon character of yourself you use on your social networks.

STUDENT SESSION 2

Social Networking Profiles: Discussion questions Continued

What are the implications for a user having 2,186 friends?

Best practice suggests you should only add friends to your social network that you know in the real world. Contacts you have only met online are still strangers and may not always be trustworthy. It is very unlikely that anyone knows 2,186 people well enough to consider them completely reliable and allow them access to personal details, information and conversations.

Go through your list of 'friends' and delete anyone from your contact list that you have not met in real life. You may also want to check that your privacy settings are set to 'only friends' as well. It is a good idea to check over your friends list on a regular basis.

What kind of contact information should you make available on your profile page?

Most social networking providers have tools for user protection, including privacy options. It is important to make sure that you know how to use these tools. Always keep personal details such as your full name, address, email, phone numbers, and passwords private. Utilise the privacy settings on your site to be sure that only friends can see any details you have posted on your site.

Check your privacy settings and make sure that all say 'only friends'. It is not a good idea to display your contact details on any part of your page including your email address, MSN name, phone numbers or home address, and be aware not to discuss personal details within conversations you have online with your friends.

Should you display your birth date online?

It is important to keep as much information as possible hidden from public view. When signing up to social networks it is important that you sign up using your correct birthday. This will ensure you benefit from the protections that are inherently available to younger users. It is recommended that you only display the day and month (not the year) if you choose to display this information.

Go into your settings and check to see what you have listed as your birthday. Make sure that you've listed your true birth year so you don't end up getting adverts or friend requests that are inappropriate. Lastly, check to be sure that your whole birthday is not displayed on your profile—keep your true age a secret!

What dangers do targeted adverts pose to users?

Targeted adverts, such as those that may appear on your profile page, can sometimes be inappropriate. If you've joined a social networking site before you turned 13 years old and did not enter your real birth date for example, you may be subject to advertising intended for an older user. It is important to be aware that some adverts can send negative messages, for example telling you to lose weight or sign up for online dating services or to buy products you don't really need. These adverts could be tied to scams where free products or services are promised in exchange for you giving away your personal information.

Look at your personal information and be sure that you've signed up to the site with your true age to ensure you don't receive inappropriate advertising messages. If you do receive ads that promise you something free don't click on them! As we well know, nothing in life is truly free and the site could be trying to get more of your personal details.

Lesson Plans taken from www.digizen.org

**There are lots more resources including films and games
to use with your students online**



GUIDED DISCOVERY
FAMILY LEARNING
SESSIONS

GUIDED DISCOVERY SESSIONS

Creating a new Facebook Account

Please note to create a Facebook account you have an email address.

Start by going to www.facebook.com

facebook

Facebook helps you connect and share with the people in your life.

Sign Up
It's free and always will be.

First Name: Cyber
Last Name: Safety Bham
Your Email: cyber.safety.bham@gmail.com
Re-enter Email: cyber.safety.bham@gmail.com
New Password: ●●●●●●●●
I am: Male
Birthday: Oct 1 1988
[Sign Up](#)

Complete your personal details here, then click **Sign Up**

facebook

Facebook helps you connect and share with the people in your life.

Sign Up
It's free and always will be.

Security Check
Enter both words below, separated by a space. Can't read the words below? Try different words or an audio captcha.

insolite 15,19

Text in the box: What's this?

[Back](#) [Sign Up](#)

Enter the words, then click **Sign Up**

Getting Started - Windows Internet Explorer

facebook

Step 1 Find Friends Step 2 Profile Information Step 3 Profile Picture

Are your friends already on Facebook?
Many of your friends may already be here. Searching your email accounts is the fastest way to find your friends on Facebook.

Gmail
Your Email: cyber.safety.bham@gmail.com
[Find Friends](#)

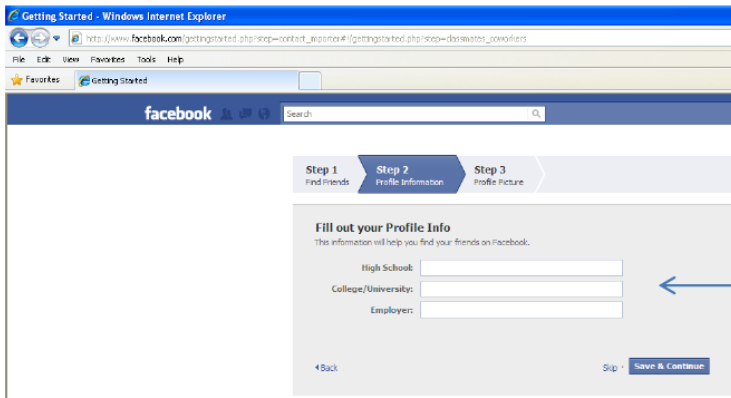
Windows Live Hotmail [Find Friends](#)

Other Email Service [Find Friends](#)

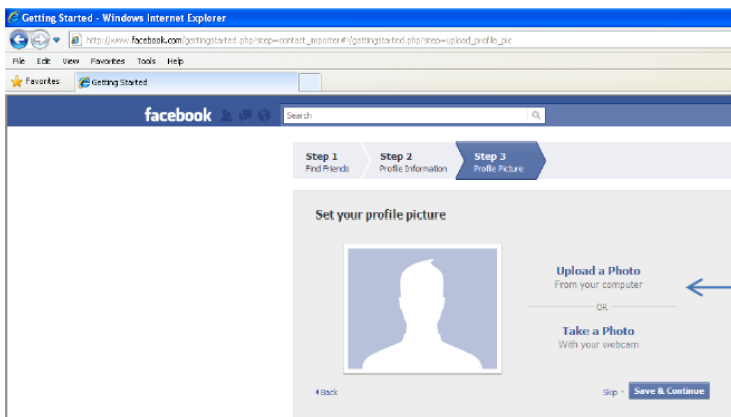
[Skip this step](#)

You can search you email contacts to whether they have Facebook Account or simply **Skip this step**

GUIDED DISCOVERY SESSIONS

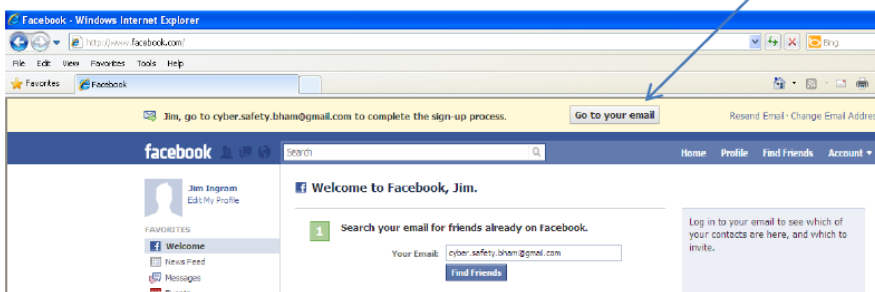


You can complete as much or as little information about yourself as you choose, then click **Save & Continue**

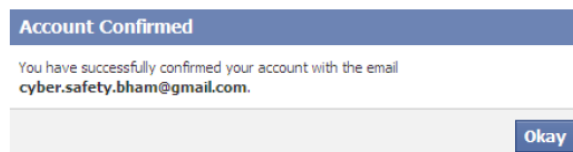


Choose a photo you are happy to share with everyone on Facebook, finally click **Save & Continue**

You will then be prompted to go to your email account to confirm you want a Facebook account.



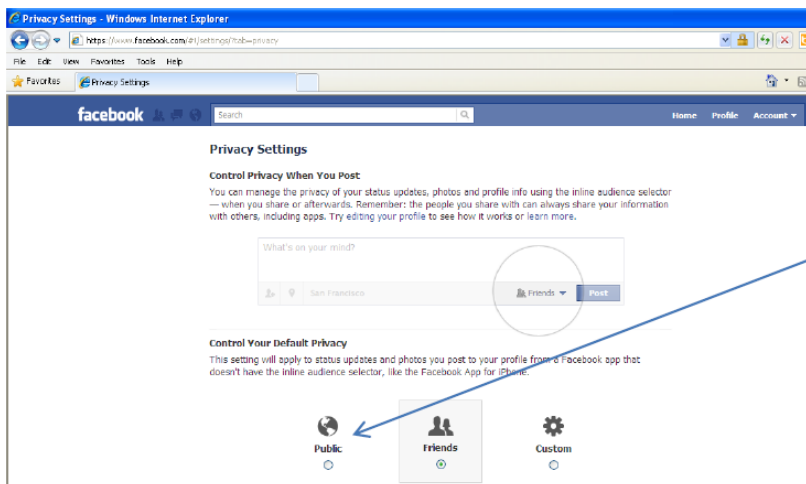
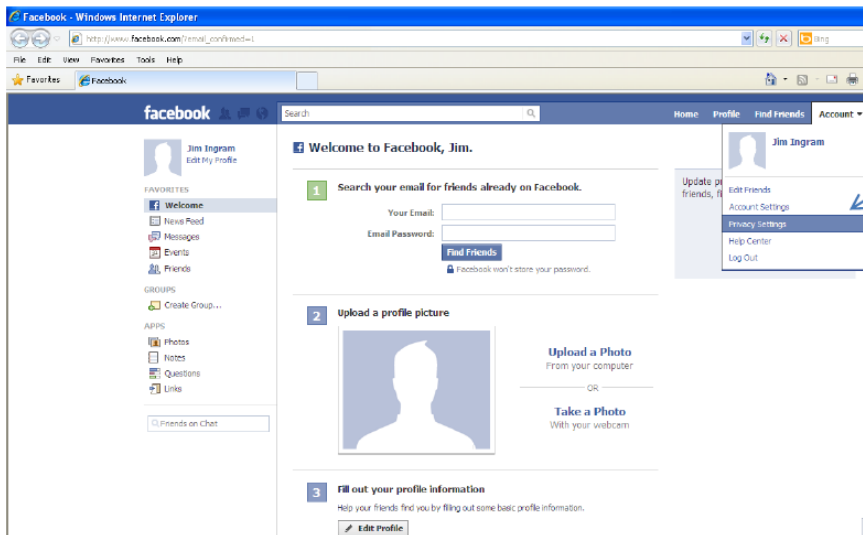
Check your email account for an email from Facebook, there will be a link to click on to confirm activation of your new Facebook account. You will then see a similar message to below:



Your new Facebook account is complete!

GUIDED DISCOVERY SESSIONS

Privacy Settings in Facebook

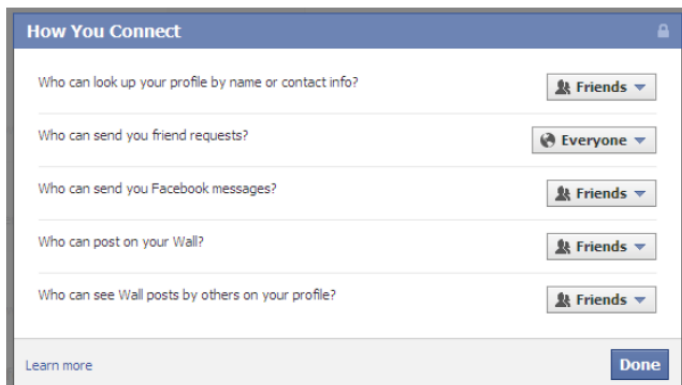


Click on Friends and then scroll down the page and will go through your *Privacy Settings* in more detail.

How You Connect	Control how you connect with people you know.	Edit Settings
How Tags Work	Control what happens when friends tag you or your content.	Edit Settings
Apps and Websites	Control what gets shared with apps, games and websites.	Edit Settings
Limit the Audience for Past Posts	Limit the audience for posts you shared with more than friends.	Manage Past Post Visibility
Block Lists	Manage your lists of blocked people and apps.	Manage Block Lists

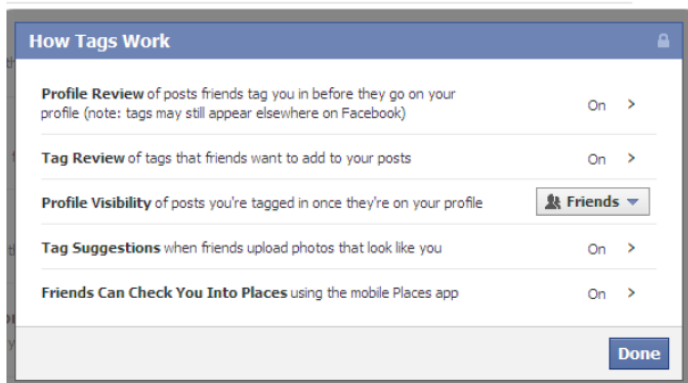
GUIDED DISCOVERY SESSIONS

In the How to Connect section click on Edit Settings:



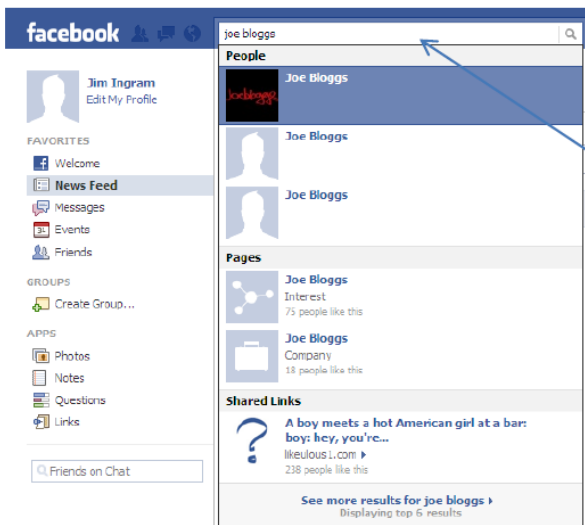
These settings will ensure that people will have to be “*your friend*” on Facebook to view information and pictures of you.

In the How Tags Work section click on Edit Settings:



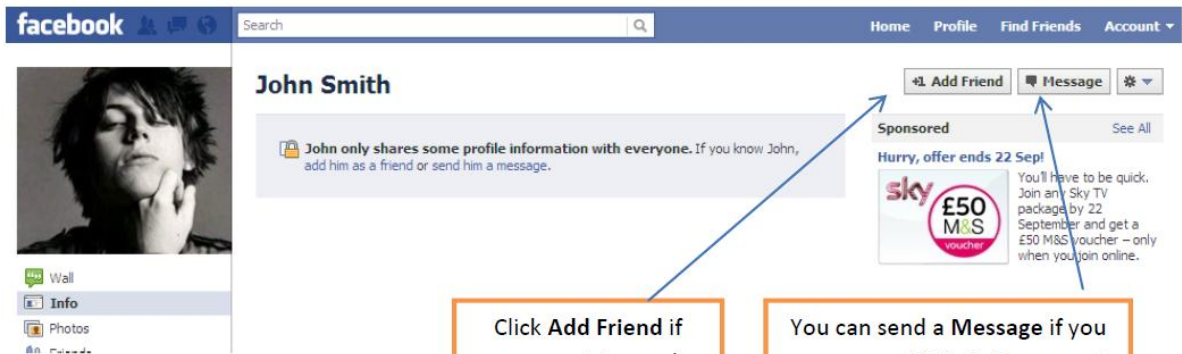
Please note that Facebook regularly update the site and subsequently privacy settings will often change, ensure you regularly check your own Privacy Settings.

Finding friends on Facebook



Enter the name of the person you are looking for.

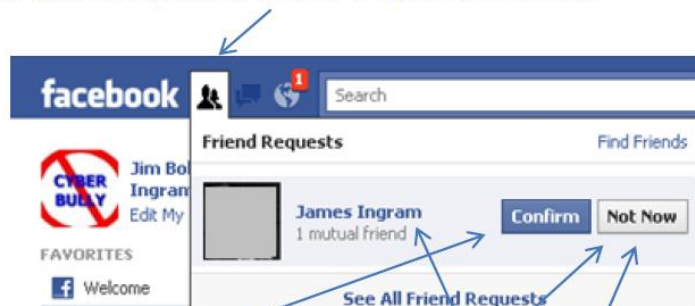
GUIDED DISCOVERY SESSIONS



Click **Add Friend** if you want to send them a request

You can send a **Message** if you are unsure if this is the correct person you are looking for.

Friend Requests will show up at the top click on this icon to expand the selection.



You can simply click on **Confirm** immediately if you know the person, or click **Not Now** if you do not want to be friends or you are unsure on a friend request. You can also click on the **Name** to view the person's profile to check their details to confirm it is the person you think.

Please remember if you are unsure who the person is who is sending the friend request, speak to a parent/guardian or simply click on 'Not Now'.



POLICE

ADVICE TO SCHOOLS

CYBERBULLYING

ADVICE TO SCHOOLS



WEST MIDLANDS POLICE



1. Preventing Cyberbullying
2. Dealing with Cyberbullying incidents
3. Contacting the Police
4. Guidance Regarding Police Interactions & Communication
5. Resources





PREVENTING CYBERBULLYING

Recent technological advances, and the popularity and widespread access of the internet and social networking sites such as Facebook, Bebo and Twitter, have revealed a new forum for people to share images or text that can potentially cause harassment, alarm or distress to other users.

Known as 'Cyberbullying' it can range from relatively minor incidents of fallings out between friends to serious incidents that can have grave or even fatal consequences, as a s such it inevitably prompts and update of previous anti-bullying policies to take into account this advance in technology.

It is advisable that advice regarding cyber bullying, including what constitutes cyber bullying, how to take steps to prevent it and how to report an incident, is readily available for both students and teachers.

Your school will know the best way in which to deal with the issue of Cyberbullying, but some suggestions may be,

- To discuss bullying with the whole school community via assemblies or bespoke lessons.
- To update policies and practices so that they take account of cyber bullying – for example, incorporating cyber bullying into the Acceptable Use Policy for ICT equipment at school.
- To have a clear and simple process for students and teachers to report cyber bullying incidents to the school and to the Police.

If you require advice on how best to prevent, deal or report cyber bullying then don't hesitate to contact your Police School Link Officer.

The Police want to work in partnership with your school to find sustainable and proportionate resolutions to cyber bullying.

**Details of all school link officers can be obtained from the Young Persons Officer at
Your local police station on 0345 113 5000**



Dealing with Cyberbullying swiftly and effectively can ensure that a minor issue does not escalate into a serious problem.

You will know the individuals involved, and therefore will be able to decide the best way to informally resolve any issue that may arise. Within this pack are resources that can be distributed to individual pupils, or displayed within the school to provide information and advice on how to prevent, deal and report Cyberbullying.

INFORMAL RESOLUTIONS

Speak with the young people involved

Having an informal chat with both parties involved in an issue can often sort out a problem quickly. If the problem has stemmed from a minor disagreement, this should resolve itself easily.

Offer advice to the victim about internet safety

Within the pack is a list of tips about internet safety and a planner insert outlining the anti-cyberbullying code. Please discuss this with the pupil and provide a copy to take away.

Offer advice and warn the offender regarding their behaviour

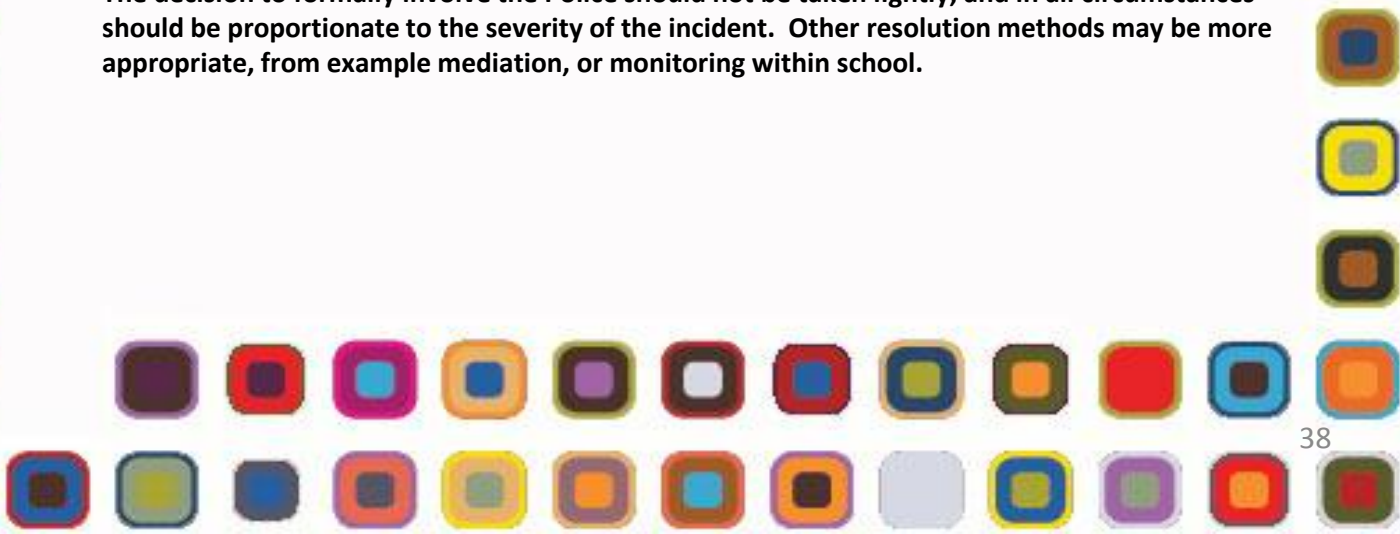
Within this pack is a document that highlights the consequences for a perpetrator of Cyberbullying should the police be involved – this should be discussed with the pupil.

Highlighting the severe consequences of police action may have a lasting impact. For example:

- Young people may not be able to get certain courses or jobs, paid or unpaid, due to having the incident recorded on their criminal record
- They may not be able to visit certain countries e.g. The USA, due to having a criminal record

If an incident cannot be resolved effectively within school, then, in conjunction with the victim's parent/guardian, the school may consider contacting the Police on the matter.

The decision to formally involve the Police should not be taken lightly, and in all circumstances should be proportionate to the severity of the incident. Other resolution methods may be more appropriate, from example mediation, or monitoring within school.





When a Police Officer is called to investigate an incident reported by the school, then the attending officer will have several options at their disposal.

Under most circumstances the Officer will try to resolve the matter under the school's policy. The majority of Cyberbullying incidents are relatively minor and can be resolved with advice or low level interventions. In these circumstances formal Police involvement is not **proportionate** or necessary.

It must be noted that in almost all circumstances, the first consideration should be to NOT criminalise the young person however, there may be occasions that formal Police involvement is appropriate due to the **nature and severity** of the circumstances. In this instance, the attending officer will make an **informed, rational and value based decision** about how best to deal with the incident.

The officer will take into account:

- The severity of the circumstances
- The wishes and feelings of the victims
- Any previous dealings that the Police may have had with the perpetrator
- Any previous actions taken by the school
- Any other factors that may be relevant to the officer's decision making process e.g. The high cost implication of a Cyberbullying investigation or the likelihood of conviction
- Any aggravating factors

Crimes relating to cyber cases can have a huge impact and tragic consequences however, they can be disproportionately time consuming to investigate and it is often revealed that both the victim and the perpetrator are in some way at fault. There is an obvious cost implication when investigating cybercrime and it can involve seizure of all computers involves, mobile phones and even school property if relevant.

The time and effort in investigating must be proportionate to the overall circumstances.





Your school link officer may be involved in any informal action that your school decides to undertake however, for the Police to take any formal action, a **criminal offence** must have occurred. The circumstances of the offence have to be proportionate to the action decided upon.

Some offences that fall under the umbrella of 'Cyberbullying' include:

- **Harassment**

A young person may be committing a criminal offence if they contact another person, on **two or more occasions**, which results in that person feeling alarmed or distressed. This is contrary to *Section 2 of the Protection from Harassment Act 1997*.

The young person **should know, or reasonably ought to know that this contact will cause the other person alarm or distress.**

- **Malicious Communication**

A young person may be committing a criminal offence if they send a message to another person across the internet, using a mobile phone or other communications network that is **deliberately obscene, offensive or threatening**. This is contrary to *Section 127 (1) of the Communications Act 2003*.

A young person may be committing an offence if, with the **intention of causing annoyance, inconvenience or worry to another**, they:

- Send a message that they **know to be false** or
- Persistently make use of a public electronic communications network

This is contrary to *Section 127 (2) of the Communications Act 2003*.

These are significant and serious offences that can carry a custodial sentence of up to ten years – therefore a large proportion of Cyberbullying will not be serious or severe enough to warrant recording and investigating these crimes.

Police involvement has to be proportionate to the individual circumstances.





POLICE DISPOSAL OPTIONS

If it is decided that Police involvement is the right course of action, the young person can be dealt with in the following ways:

Community Resolution

- This is where a victim reports a crime but feels that the matter can be better **resolved informally** without it going through the Criminal Justice system.
- This means that the offender does not have to be arrested.
- The **victim influences how they would like the matter resolved** and the offender agrees to that course of action. For example, if a fence panel was damaged then the agreed outcome might be that the offender fixes or pays for a replacement.
- If the young person refuses to agree to the terms of the resolution, or does not abide by the terms of the resolution then they can be arrested for the offence.
- In most circumstances, a young person can only receive one community resolution.
- Community resolutions are **disclosed on enhanced CRB** checks if the offence is relevant. For example, if a young person wishes to work with children in the future and their community resolution is given for an offence involving a child then the resolution will be revealed on a CRB check

Youth Conditional Cautions

- These are a caution with conditions attached. The conditions that can be attached can include apologising to the victim; paying compensation and making good any damage, attendance at a treatment course and can include fines for damage and unpaid work. Conditions must always be appropriate, proportionate and achievable.
- Youth conditional cautions may be offered when the offender has not denied the offence, there is sufficient evidence for a realistic prospect of conviction and when the public interest can best be served by an offender complying with suitable conditions rather than a formal prosecution.
- An offender must also agree to accept the conditional caution and the conditions attached. Failure to comply with the conditions can result in prosecution for the original offence.
- Youth cautions are available for any offence. They are intended for low level offences but can be used for any offence where it is not in the public interest to prosecute. This is a police record not a criminal one.

Arrest

It may be deemed appropriate that the young person should be arrested for an offence and be dealt with at a Police Station. During this time they will be **interviewed** about the matter and have their **fingerprints, photographs and DNA taken**, in some cases a search warrant may be issued in order for an address to be searched and items seized to help with the investigation process e.g. Mobile phones, home computers.





Penalty Notice for Disorder

- A Penalty Notice for Disorder ticket can be issued to a young person aged 10 and above for a **fine of up to £80**. The young person does not have to be arrested first to receive a ticket however, it can be issues as a disposal method once a young person has been arrested and interviewed
- The ticket, although issues to the young person for the offence committed, has to be **paid by the parents or guardians of that young person**
- It is dealt with in a similar way to a parking fine, and individual can contest a ticket and take the matter to court

Court Conviction

- If the decision is made for a young person to be charged with a criminal offence then they will attend **court** for a trial
- If the young person gets found guilty of committing and offence then they will receive a **punishment and a criminal conviction**
- This conviction remains on a young person's record for life**





GUIDANCE REGARDING POLICE INTERACTIONS & COMMUNICATION

For emergency incidents only, when there is a crime or incident taking place that requires police attendance swiftly call **999**

- As a result of this call an incident log will be created (Oasis log) and police attendance will be allocated to your school
- Police officers will attend an immediate incident within 15 minutes or an early response incident within 1 hour
- If attendance is not required as circumstances change then police personnel will explain actions/requirements, please keep us updated.

When seeking to report an incident or crime (non emergency) to police and the above is not appropriate, this can be completed and dealt with through the non emergency number **0345 113 5000**

- Your call will be recorded on our police system (Oasis) and actions captured
- Either the incident/crime will be dealt with over the phone or an appointment will be made for an officer to attend and investigate within 24 hours.

For police advice that can not wait for the neighbourhood team or you need to contact certain officers or departments, then **0345 113 5000** is also the number to call

- Signposting and advice will be provided over the telephone, or you will be directed by switchboard to the officer/department.

For matters that are ongoing, need local specialist and dedicated officers or PCSO's then contact your local neighbourhood team and link officer or neighbourhood sergeant

- This can be done through email, telephone 0345 113 5000 and ask for your local Neighbourhood Ward specific team or your specific point of contact and visits / actions will be conducted
- These officers have the time, responsibility and specialism to provide a service in partnership to prevent, engage, influence and problem solve. (e.g school inputs, challenging pupils, parking, parents evening, awards, ASB, partnership opportunities, pattern of incidents)



GUIDANCE REGARDING POLICE INTERACTIONS & COMMUNICATION

Safe Haven Officers will also be available to work with in partnership within all wards, (except Weoley) see safe haven contact sheet for specific details. Safe haven officers are dedicated neighbourhood officers that **specialise in young people** and have extensive knowledge of partnerships, opportunities in order to divert youth from ASB/criminality in partnership.

Child protection matters/ actions act as above in an emergency/non emergency.
The Public Protection Unit (PPU) at Bournville Police Station investigates and lead.

Website: www.west-midlands.police.uk/np/birminghamsouth

Facebook: www.facebook.com/birminghamsouthpolice

Twitter: www.twitter.com/bhamsouthpolice





The Anti-Cyberbullying Code is a really useful resource schools can use to provide clear, consistent guidance to the wider community. The 'Code' can be found in the 'Advice to Parents and Carers' and 'Student Notes' leaflets which form part of this guidance document.

Please see below a list of some websites recommended by West Midlands Police for support and advice on Cyberbullying:

- <http://www.childline.org.uk/Explore/Bullying/Pages/CyberBullying.aspx>
- www.bullyonline.org/related/cyber.htm
- www.bullying.co.uk/index.php/young-pe
- www.facebook.com/stopcyberbullying
- www.stopcyberbullying.org
- www.kidscape.org.uk
- www.direct.gov.uk
- www.childnet-int.org
- www.digizen.org
- www.common sense media.org
- www.connectsafely.org
- www.ceop.police.uk
- www.thinkuknow.co.uk

DO NOT suffer in silence....

**If you or anyone you or anyone you know has
information about crime
call West Midlands Police on
0345 113 5000**

or CRIMESTOPPERS on 0800 555 111





FACEBOOK DELIVERY DISC

Please find attached your school's copy of the disc

PLEASE KEEP IT SAFE

On the disc you will find several short films that cover all aspects of cyber bullying and being safe on the internet.

The disc can be played as a whole disc in assembly or broken down and clips played individually with some group discussion.

DISK CONTENT CHAPTERS:

1. Social chat between 3 girls who have all attended a party together. At first the conversation is around how good the party was and then 2 of the girls comment on how early the other girl left and the awful way in which she dressed, which in turn caused the girl to upset. (1 minute 44 seconds)
2. 10 year old female using an online personal profile where she can chat online. She is not aware of how much information is available for others to see and how that information is used for inappropriate behaviour by school friends and sexual predators
3. Very brief clip showing how not everyone you speak to on the internet is, who they say they are (43 seconds)
4. Very brief clip showing how if you **don't** put on your privacy setting that your information is open to everyone (42 seconds)
5. Very brief clip highlighting, child abuse and that you don't always know who you are speaking to (40 seconds)
6. A young male living on his own, used his spare time to seek out young females and monitor what they were up to and where they were going, in order to stalk and abuse them. During the story crime prevention advice is given about protecting information while online (8 minutes 40 seconds)
7. Clip for parents, showing a mother letting anyone that knocks on her front door into her house to speak with her children. Highlighting the fact that you wouldn't let anyone walk into your house to speak to your children so why do parents allow it when using a computer (1 minutes 20 seconds)





LEAFLETS



CYBER SAFETY

A GUIDE TO KEEPING
YOUR CHILD SAFE ONLINE

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REAL STORY

PARENTS TELL OF CYBERBULLYING AGONY

October 15th 2010

By Diane Parkes for the Birmingham Mail

ROBERT and Tracy Mullaney know the full horror of the effects of cyberbullying. Their 15-year-old son Tom was found hanged after allegedly being abused on a social networking site. Now they are trying to raise awareness of the problem in the hope of preventing any other family having to go through such a tragedy.

Cyberbullying has become a new menace. Children and young people are no longer safe behind their closed doors, but can be harried on their mobile phones, on social networking sites, through instant messaging and through the posting of images on to video sites. And the effects of this electronic bullying can be catastrophic.

Robert, a 48-year-old team leader at Jaguar Land Rover, and Tracy, a 43-year-old administrative assistant, believe their son snapped after a single incident of cyberbullying. Tom had been involved in an incident with another boy that day at school and the trouble spilled over into the evening.

While Robert and Tracy, of Bournville, were out on a parenting course, Tom is believed to have become besieged by abusive messages. "There hadn't been any signs beforehand. He hadn't been withdrawn or unhappy," said his dad. "When we went out he was on his computer.

"But then on that particular night he was having a private conversation with another boy and that boy posted it on his wall so everyone could see it. Then Tom started being bombarded with messages. A lot of them were threatening, saying they would give him a beating the next day and they knew where he lived," he claimed. "Tom always had a short fuse and this just got to him."

When the couple returned they found the lights on and the computer screen still showing those messages, but Tom gone. Believing he had gone to stay with friends, Tom's parents did not find their son until the next morning – hanged at the bottom of their garden.

The family had done all they could to monitor Tom's internet activity and there had been no signs of incidents in the past. But, although the family do not believe Tom actually intended to kill himself, his response to just one series of abusive messages was enough to take their son away from them. Now the couple, who are also parents to 18-year-old college student Ashley, are keen to make other parents aware of the risks of the internet.

REAL STORY CONT'D

“We had the passwords for both of our children so could check on them any time we wanted to,” said Robert. “Parents really need to know what their children are doing on the internet. “I know how busy we all are and it can be easy to just think ‘they are up in their rooms on the internet and being quiet and that is fine’ but do you really know what they are doing? “If used properly, such sites are a great tool for adults – but in the hands of children, it can be a weapon. You don’t know many people they can be in touch with. They collect friends and friends of friends and can be in touch with people they have never even met. You need to talk to them, find out what they are doing on the internet, check that everything is all right. Be sneaky if you need to.”

But it takes more than involved parenting. “Children don’t see the consequences of what they are doing,” Robert said. “We are the ones living with the consequences. Our house is so quiet without Tom and we have to live without him everyday. But kids need to know that if they send abusive and threatening emails, they are breaking the law. Schools teach computing and they need to make sure every child knows the risks they take when they send this kind of stuff.

“It can all be traced and they can be charged and then they have to live with that for the rest of their lives. They go for a job or to work in the community and a criminal record check will show up that they were a bully.”

And the family believe internet providers also have their role to play.

“Their terms and conditions are like War and Peace,” says Robert. “They need to have on the front age that if you send abusive emails or messages, you will be prosecuted. And they need to react as soon as something happens. They need to take action against people. They have a responsibility for the safety of people using their sites. We are really pleased that steps have been taken such as including panic buttons, but there needs to be a lot more done. They all need to be more vigilant.

“There are three prongs. You need to make the kids more aware, the internet providers more aware and parents more aware.”

Robert and Tracy are still awaiting a full inquest into the death of their son whose body was discovered on May 20. But they are living the daily agony of their loss.

“Kids think it is funny to send these kind of messages but it isn’t funny if the person receiving them isn’t laughing,” claimed Tracy. “It isn’t a laugh if someone then goes off and does something. The things they say can have consequences – fatal consequences.”

WHAT IS CYBERBULLYING?




VIRTUAL BULLYING

Bullying doesn't have to happen in person, silent phone calls, abusive text messages and emails can be just as distressing as being bullied face to face.

CYBERBULLYING

This is sending or posting harmful, cruel or intimidating texts or images using the Internet or other digital communication devices.

THERE ARE SEVEN CATEGORIES OF CYBERBULLYING

1. TEXT MESSAGE bullying involves sending unwelcome texts that are threatening or cause distress to the recipient.
 2. PICTURE/VIDEO CLIP BULLYING via mobile phone cameras is used to make the person being bullied feel threatened or humiliated. Images are usually sent to other people via a range of networks ('going viral'). 'Happy slapping' involves the filming and sharing of physical attacks.
 3. PHONE CALL BULLYING via mobile phone uses silent calls or abusive messages. Sometimes a bullied person's phone is stolen and used to harass others who then think the phone owner is responsible. Perpetrators often disguise their numbers or use someone else's phone to avoid being identified.
 4. EMAIL BULLYING uses email to send bullying or threatening messages, often using a pseudonym or anonymity or using someone else's name.
 5. CHAT ROOM BULLYING involves sending menacing or upsetting responses to children or young people when they are in a web-based chatroom.
 6. BULLYING VIA INSTANT MESSAGING (IM) is an Internet-based form of bullying where real-time conversations take place online (via MSN, Bebo, Facebook etc).
 7. BULLYING VIA WEBSITES includes the use of defamatory blogs, personal websites and online personal polling sites.
- 

WHAT IS CYBERBULLYING?



WHAT IS DIFFERENT ABOUT CYBERBULLYING?

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

1. 24/7 and the invasion of home/personal space

Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe and personal.

2. The audience can be very large and reached rapidly

The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.

3. People who cyberbully may attempt to remain anonymous

This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

4. The profile of the bully and target

Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

5. Some instances of cyberbullying are known to be unintentional

It can be the 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.

6. Many cyberbullying incidents can themselves act as evidence

This is one of the reasons why it is so important to know how to respond.

Extract from 'Cyberbullying – A whole school community issue',
Childnet International for the DCSF, 2007



GLOSSARY OF LANGUAGE, SLANG AND ABBREVIATIONS

In order to prevent or intervene with Cyberbullying, it important for parents and carers to have some knowledge of the language, slang and abbreviations being used by young people online. As this language changes and is added to constantly, please consider the list provided below as an example of the type of language being used. To check on up to date slang and abbreviations visit www.urbandictionary.com

- [1337](#) - Elite -or- leet -or- L337
- [143](#) - I love you
- [182](#) - I hate you
- [420](#) - Marijuana
- [ADR](#) - Address
- [AEAP](#) - As Early As Possible
- [ALAP](#) - As Late As Possible
- [CD9](#) - Code 9 - it means parents are around
- [C-P](#) - Sleepy
- [F2F](#) - Face-to-Face
- [HAK](#) - Hugs And Kisses
- [ILU](#) - I Love You
- [KOTL](#) - Kiss On The Lips
- [KFY -or- K4Y](#) - Kiss For You
- [KPC](#) - Keeping Parents Clueless
- [LMIRL](#) - Let's Meet In Real Life
- [MOOS](#) - Member Of The Opposite Sex
- [MOSS](#) - Member(s) Of The Same Sex
- [MorF](#) - Male or Female
- [MOS](#) - Mom Over Shoulder
- [NALOPKT](#) - Not A Lot Of People Know That
- [NMU](#) - Not Much, You?
- [P911](#) - Parent Alert
- [PAL](#) - Parents Are Listening
- [PAW](#) - Parents Are Watching
- [PIR](#) - Parent In Room
- [POS](#) - Parent Over Shoulder
- [RU/18](#) - Are You Over 18?
- [RUMORF](#) - Are You Male OR Female?
- [S2R](#) - Send To Receive
- [WTF](#) - What The F***
- [WUF](#) - Where You From
- [WYCM](#) - Will You Call Me?
- [WYRN](#) - What's Your Real Name?
- [zerg](#) - To gang up on someone
- [2nite](#) - Tonight
- [B4YKI](#) - Before You Know It
- [BRB](#) - Be Right Back
- [BRT](#) - Be Right There
- [CWYL](#) - Chat With You Later
- [CYT](#) - See You Tomorrow
- [DIAF](#) - Die In A Fire
- [DOC](#) - Drug Of Choice
- [E123](#) - Easy as One, Two, Three
- [EM](#) - Excuse Me
- [EOD](#) - End Of Day -or- End Of Discussion
- [FOAF](#) - Friend Of A Friend
- [HBU](#) - How Bout You?
- [IDGI](#) - I Don't Get It -or- I Don't Get Involved
- [IMNSHO](#) - In My Not So Humble Opinion
- [J/C](#) - Just Checking
- [L8R](#) - Later
- [LD](#) - Long Distance -or- Later Dude
- [LMK](#) - Let Me Know
- [LOL](#) - Laughing Out Loud -or- Lots Of Love
- [N-A-Y-L](#) - In A While

GLOSSARY OF LANGUAGE, SLANG AND ABBREVIATIONS

- [NM](#) - Never Mind -or- Nothing Much -or- Nice Move
- [OLL](#) - OnLine Love
- [OMW](#) - On My Way
- [OTP](#) - On The Phone
- [QT](#) - Cutie
- [RN](#) - Right Now
- [ROTFL](#) - Rolling On The Floor Laughing
- [RU](#) - Are You?
- [SITD](#) - Still In The Dark
- [SMEM](#) - Send Me E-Mail
- [SMIM](#) - Send Me an Instant Message
- [SO](#) - Significant Other
- [SOHF](#) - Sense Of Humor Failure
- [SWDYT](#) - So What Do You Think?
- [TOM](#) - Tomorrow
- [TTFN](#) - Ta Ta For Now
- [ur](#) - you are
- [WFM](#) - Works For Me
- [2moro](#) - Tomorrow
- [2nite](#) - Tonight
- [BRB](#) - Be Right Back
- [BTW](#) - By The Way
- [B4N](#) - Bye For Now
- [BCNU](#) - Be Seeing You
- [BFF](#) - Best Friends Forever
- [CYA](#) - See Ya
- [DBEYR](#) - Don't Believe Everything You Read
- [DILLIGAS](#) - Do I Look Like I Give A Sh**
- [FUD](#) - Fear, Uncertainty, and Disinformation
- [FWIW](#) - For What It's Worth
- [GR8](#) - Great
- [ILY](#) - I Love You
- [IMHO](#) - In My Humble Opinion
- [IRL](#) - In Real Life
- [ISO](#) - In Search Of
- [J/K](#) - Just Kidding
- [L8R](#) - Later
- [LMAO](#) - Laughing My Ass Off
- [LYLAS](#) - Love You Like A Sister
- [MHOTY](#) - My Hat's Off To You
- [NIMBY](#) - Not In My Back Yard
- [NP](#) - No Problem -or- Nosy Parents
- [NUB](#) - New person to a site or game
- [OIC](#) - Oh, I See
- [OMG](#) - Oh My God
- [OT](#) - Off Topic
- [POV](#) - Point Of View
- [RBTL](#) - Read Between The Lines
- [RT](#) - Real Time
- [THX or TX or THKS](#) - Thanks
- [SITD](#) - Still In The Dark
- [SWAK](#) - Sealed (or Sent) With A Kiss
- [TFH](#) - Thread From Hell
- [TLC](#) - Tender Loving Care
- [TMI](#) - Too Much Information
- [TTYL](#) - Talk To You Later -or- Type To You Later
- [TYVM](#) - Thank You Very Much
- [VBG](#) - Very Big Grin
- [WEG](#) - Wicked Evil Grin
- [WTF](#) - What The F***
- [WYWH](#) - Wish You Were Here
- [XOXO](#) - Hugs and Kisses


GLOSSARY OF LANGUAGE, SLANG AND ABBREVIATIONS

- **Big Time** - large amount
- **Bogus** - fake; false; unreal
- **Bummer** - the feeling of sadness; pertaining to something which is sad
- **Chillin' out** - to relax; the act of relaxing, "taking it easy"
- **Chow** - food
- **Ciao** - a greeting -hello or goodbye, borrowed from Italian language
- **Dig it** - a 1960's American slang term meaning: to understand; to recognize, dig can also mean you like it.
- **Down with it** - unacceptable; don't like it
- **Dude** - a male person
- **Dudette** - a female person
- **Dunno** - directly translated to English means "don't know"
- **Dweeb** - a person who is not accepted among those who are cool
- **Funky** - good; pertaining to music which has a certain type of beat, also things can be "funky" which means they are "unusual"
- **Geek** - a person who may be very smart yet lacks the social graces of those who are considered cool , a "computer geek" is someone who spends too much time on the computer and has no social life.
- **Gnarly** - to be very good; great
- **Hot** - in, cool, awesome,
- **Hangin'** - waiting; to wait as in "Hangin' around"
- **Homey** - (also know as a "home boy"): One's close friends. Usually from the neighborhood
- **Jammin'** - music which is enjoyable, makes you want to dance; playing of a musical instrument
- **Jive** - slang English used by those who are usually attuned to the people who are cool
- **Jipped** - like being ripped off; to be shorted or receive less than you paid for
- **Main Rig** - the best music reproduction system in a person's home
- **No FX** - No special effects
- **Phat (fat)** - very good
- **Psycho** - aggressive anti-social behavior (used in punk)
- **Poser** - fake; false
- **Rage** - anger or what's "IN" is the rage
- **Rad** - Radical
- **Radical** - Very good; to be excellent
- **Ripped Off** - to steal or be stolen from
- **Rules** - the best; being the best
- **Slammatocious** - a feeling of joy; a giving of one's approval
- **Spreck** - To move or go to; moving
- **Stoked** - to be happy or joyous; a feeling of pleasure
- **Subschnauser** - a subwoofer
- **Sublime** - extreme, person who does not fear consequence
- **Tease** - provoking
- **The Man** - the "COOL GUY" as in "I am the Man"
- **Thingies** - items; a grouping of "things" "stuff"
- **Totally** - all, everything as in "totally cool"
- **Wild** - if something is wild it's great, if someone is wild they are out of control
- **Yummies** - specially enjoyed food. Usually of the sugar filled variety

WHAT IS THE SCHOOL POLICY ON CYBERBULLYING?



HOW TO RECOGNISE & REPORT CYBERBULLYING



A child who is being bullied may clam up and keep it to themselves rather than tell a trusted adult about the situation. Parents need to be vigilant and keep an eye on their youngsters, be aware of their online and activity and watch out for warning signs of cyberbullying which may include:

- Acting withdrawn, depressed, anti-social, or suicidal
- Having unusual mood swings
- Avoiding discussing what they're doing online
- Abruptly stops using the computer or mobile Internet-enabled device
- Appearing nervous when receiving a text message, instant message, or email
- Saying they have no friends and/or hate school
- Exhibiting an unexplained decline in school performance
- Often the last person kids voluntarily open up to is a parent, so moms and dads should be on the lookout and know what to do if they see signs of cyberbullying.

Extract from Suite101.com: How to Recognize and Stop Cyberbullying:
Parent's Guide to Bullying, Cyber Bullying, and Prevention | Suite101.com

The UK Council for Child Internet Safety (UKCCIS) has developed the Click Clever, Click Safe code as an easy guide for parents to ensure their children are using the internet safely.

'ZIP IT, BLOCK IT, FLAG IT' – A GUIDE TO THE CODE

The code has been designed to:

- give parents the confidence to be able to help their children enjoy the internet safely
- help children and young people understand how their online experiences can expose them to risks

The code has three simple actions:

1. Zip it - keep your personal information private and think about what you say and do online
2. Block it - block people who send you nasty messages and don't open unknown links and attachments
3. Flag it - flag up with someone you trust if anything upsets you or if someone asks to meet you offline

It's easy to remember when talking to children about online safety and it's designed to help keep them safe on the internet.

HOW TO RECOGNISE & REPORT CYBERBULLYING

ZIP IT

Make sure your child knows to always keep private information safe and watch what they say on the internet. People may not be who they say they are online and it's not always possible to control who can see your child's information.

Your child should know not to give out information like:

- their full name
- Photos
- postal or email addresses
- school information
- mobile or home telephone numbers
- details of places they like to spend time

Make sure your child knows that they shouldn't arrange to meet people that they have only met online. Even if they have been chatting with someone for a while, that person is still a stranger.

You can help keep your child's information safe by setting privacy settings. This can restrict access to personal information and photos on things like social networking sites.

You should also encourage your child to use a nickname instead of their real name in chat rooms or on instant messaging services. To stop people accessing your child's online accounts, encourage them to keep their passwords secret, and to change them regularly.


BLOCK IT

Get your child to block people who send offensive messages and tell them not to open unknown links and attachments. They should delete any suspicious emails or attachments as they may contain something offensive or have a virus that can cause damage to the computer.

One of the main ways children can come across inappropriate content online is through search results. Most search engines include a 'safe search' option that excludes results containing inappropriate images or key words.

You can also install parental control software to filter out harmful and inappropriate content for computers and some mobile phones and games consoles.

HOW TO RECOGNISE & REPORT CYBERBULLYING



FLAG IT

The final rule is that your child should come to you or a trusted adult if they are worried or unhappy about anything they see online. They should also do this if a friend they have made online has asked to meet them in the offline world.

If your child does experience inappropriate content online, report it to the website it appears on. UKCCIS has developed an internet safety 'one stop shop' with more information.

www.ceop.police.uk/safety-centre/

Parents should also make sure their children are aware of sources of support and advice available online.

CYBERMENTORS

The CyberMentors website uses a social networking model to allow young people at different levels to mentor each other. They can talk to a highly-trained young CyberMentor and get help straightaway. Most problems can be sorted out within a few conversations.

When young people seem very upset or vulnerable, they will be referred to an experienced counsellor who will be able to give support.

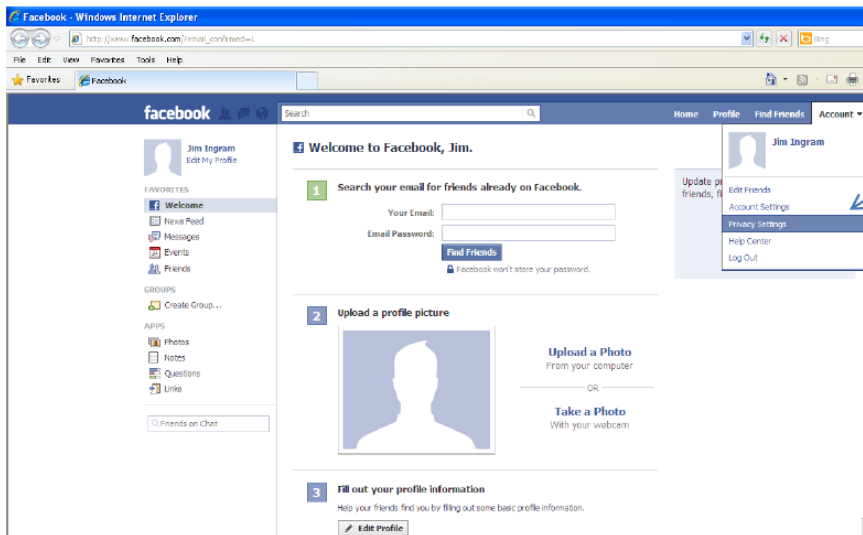
All young CyberMentors are supported by Senior CyberMentors, counsellors and Beatbullying staff.

www.cybermentors.org.uk

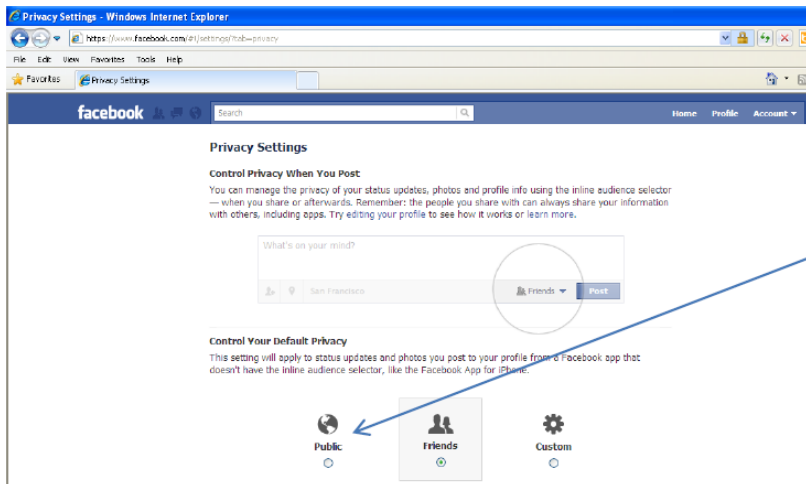


PRIVACY SETTINGS

Privacy Settings in Facebook



Click on Account and then Privacy Settings



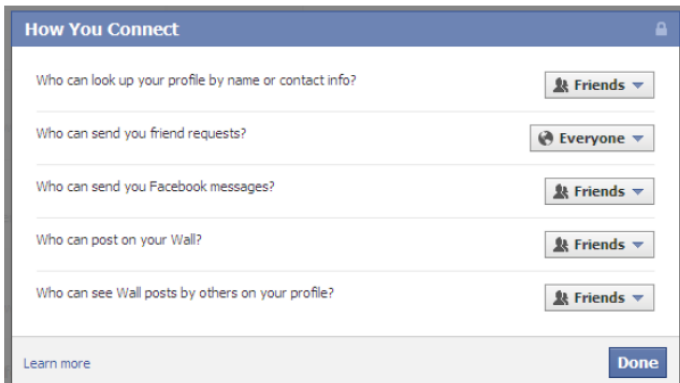
Facebook will default your account to **Public** everyone will be able to see everything! If you chose this option, so be very careful.

Click on Friends and then scroll down the page and will go through your *Privacy Settings* in more detail.

How You Connect Control how you connect with people you know.	Edit Settings
How Tags Work Control what happens when friends tag you or your content.	Edit Settings
Apps and Websites Control what gets shared with apps, games and websites.	Edit Settings
Limit the Audience for Past Posts Limit the audience for posts you shared with more than friends.	Manage Past Post Visibility
Block Lists Manage your lists of blocked people and apps.	Manage Block Lists

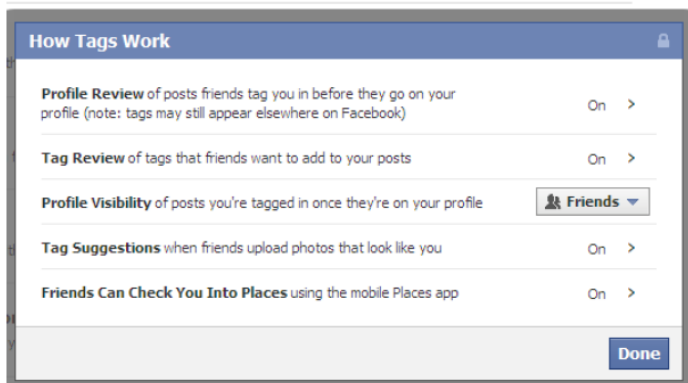
PRIVACY SETTINGS

In the How to Connect section click on Edit Settings:



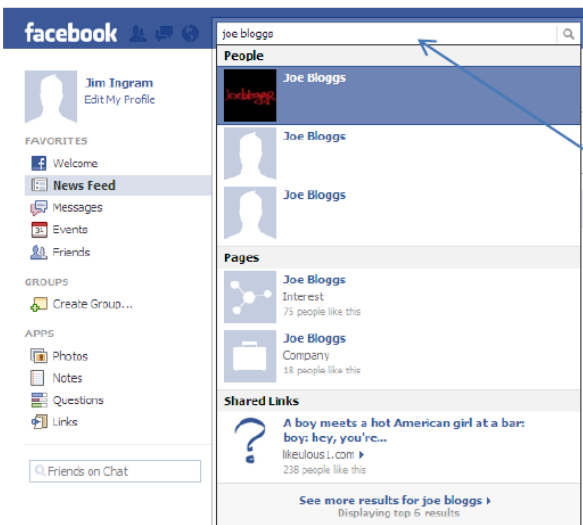
These settings will ensure that people will have to be "your friend" on Facebook to view information and pictures of you.

In the How Tags Work section click on Edit Settings:



Please note that Facebook regularly update the site and subsequently privacy settings will often change, ensure you regularly check your own Privacy Settings.

Finding friends on Facebook



Enter the name of the person you are looking for.

CYBERSENTINEL OFFER

CyberSentinel™

FREE Home Internet Monitoring Software

CyberSentinel™ is an easy-to-use product that **restores control to parents** who want to guide their children to safe use of the computer and protect them from harmful and malicious influences.

It offers dynamic, **real-time access to your child's computer use**, including all Internet activity, and gives you the ability to review what they are seeing and doing on and offline. You also have access to a wide array of built-in reports which let you **know how your child is using the computer** and allow you to make informed decisions about what they should and should not be able to access.

The software offers monitoring and protection 24 hours a day, 7 days a week, no matter where you are.

CyberSentinel™ logs all web sites and chat sessions on a per-user basis and provides screen captures of any prohibited content such as pornographic web sites, predatory conversations or inappropriate data or documents. It allows you to time **manage internet access** and display your own home Acceptable Use Policy.

Protect and detect with CyberSentinel™:

- Real-time protection for Internet, instant messaging, chat-rooms, email and P2P
- Email and text notification of inappropriate computer usage
- Review all outgoing and incoming information
- Detect, capture, log and report all home PC misuse immediately
- Choose stealth or active modes of operation
- Block inappropriate Internet sites (such as sites featuring sex, violence, drugs, suicide advice etc)
- Restrict time access to the Internet
- Disable chat, messaging and other applications at certain times

Visit the dedicated CyberSentinel™ website at www.cybersentinel.com

MORE INFORMATION



Parents and carers are welcome to approach the school for more information at anytime. The list below also provides details of websites that can also provide advice and support regarding Cyberbullying:

<http://www.childline.org.uk/Explore/Bullying/Pages/CyberBullying.aspx>

www.bullyonline.org/related/cyber.htm

www.bullying.co.uk/index.php/young-pe

www.facebook.com/stopcyberbullying

www.stopcyberbullying.org

www.kidscape.org.uk

www.direct.gov.uk

www.childnet-int.org

www.digizen.org

www.common sense media.org

www.connectsafely.org

www.ceop.police.uk

www.thinkuknow.co.uk



CYBERBULLYING

ADVICE TO PARENTS & CARERS



Compiled by
Alex Slevin
Young Person's Officer
Birmingham South Local Policing Unit



CYBERBULLYING - ADVICE TO PARENTS & CARERS

When a child is the target of cyber bullying – bullying via mobile phone or the internet – they can feel **alone** and very **misunderstood**. It is therefore vital that as a parent or carer you **know how to support your child** if they are caught up in cyber bullying. This short guide will help you.

PREVENT CYBERBULLYING

WHERE TO START

The best way to deal with cyber bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyberbully as be a target of cyberbullying and that sometimes children get caught up in cyber bullying simply by not thinking about the consequences of what they are doing.

It is crucial that you talk with your children and understand the ways in which they are using the internet and their mobile phone.

In this guide there is an **Anti-cyber bullying Code** which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

USE THE TOOLS

Most software and services on the internet have **in-built safety features**. Knowing how to use them can prevent unwanted contact. For example, Instant Messenger services such as MSN Messenger have features which allow users to block others on their contact list and conversations can be saved on most Instant Messenger services.

Social networking sites such as Facebook, MySpace and Bebo also have tools available – young people can keep their **profile set to 'private'**, for example, so that only approved friends can see it.

With bullies using text and picture messaging, it is also important to check with your children's internet or mobile phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.



CYBERBULLYING - ADVICE TO PARENTS & CARERS

It is vital that you have **strategies** to help your child if they come to you saying that they are being cyber bullied.

RESPOND TO CYBERBULLYING

THE ANTI-CYBER BULLYING CODE

Start by teaching your children the **seven key messages** in the Anti-cyberbullying Code. This includes advice on not replying or retaliating to cyberbullying, as well as not assisting a cyberbully by forwarding a message, even as a joke.

KEEP THE EVIDENCE

Keeping the evidence of cyber bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

REPORTING CYBER BULLYING

There are a number of organisations that can help you if you need to report incidents of cyber bullying:

SCHOOL

- If the incident involves a pupil or pupils at your child's school, then it is important to let the school know.
- All schools have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the pupil doing the bullying.
- Schools are increasingly updating these policies to include cyberbullying.

THE PROVIDER OF THE SERVICE

- Most service providers have complaints and abuse policies and it is important to report the incident to the provider of the service - i.e. the mobile phone operator (e.g. O2 or Vodafone), the instant messenger provider (e.g. MSN Messenger or AOL), or the social network provider (e.g. Bebo or Piczo).
- Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

THE POLICE

- If the cyberbullying is serious and a potential criminal offence has been committed you should consider contacting the police.
- Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation, for example grooming, distribution of sexual images or inappropriate sexual contact or behaviour.



THE ANTI-CYBERBULLYING CODE

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website can be really upsetting. This code gives you **seven important tips** to **protect yourself** and your friends from getting caught up in cyberbullying and advice on to **how to report it** when it does happen.

1) Always respect others

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send.

What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber bullying yourself. You could also be **breaking the law**.

2) Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website.

Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3) Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis.

Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. **Remember to only give your mobile number or personal website address to trusted friends.**

4) Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5) Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.



THE ANTI-CYBERBULLYING CODE

6) Save the evidence

Learn how to **keep records of offending messages, pictures or online conversations**. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyber bullying.

7) Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an **adult you trust**, who can help you to report it to the right place
- call a helpline like **ChildLine on 0800 1111** in confidence
- Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider). Check their websites to see where to report
- Tell your **school**. Your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying.

How would you feel if no-one stood up for you?

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There are people that can help:

- Tell an **adult you trust**, who can help you to report it to the right place
- call a helpline like **Childline on 0800 1111** in confidence
- Visit www.cybermentors.org.uk for more online advice and support
- Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider). Check their websites to see where to report
- Tell your **school**. We can support you and can discipline the person bullying you.

Finally, don't just stand there – if you see **CYBERBULLYING** going on, support the victim and report the bullying.

How would you feel if no-one stood up for you?



CYBERBULLYING STUDENT NOTES



THIS SCHOOL TAKES ALL FORMS OF BULLYING VERY SERIOUSLY

Definitions of **CYBERBULLYING**

Simply, Cyberbullying is the sending or posting of harmful or cruel text or images using the Internet or other digital communication devices such as mobile phones. There are seven categories of Cyberbullying:

1. **TEXT MESSAGE** bullying involves sending unwelcome texts that are threatening or cause distress to the person receiving them.
2. **PICTURE/VIDEO_CLIP BULLYING** via mobile phone cameras is used to make the person being bullied feel threatened or humiliated. Images are usually sent to other people via a range of networks ('going viral'). 'Happy slapping' involves the filming and sharing of physical attacks.
3. **PHONE CALL BULLYING** via mobile phone uses silent calls or abusive messages. Sometimes a bullied person's phone is stolen and used to harass others who then think the phone owner is responsible. Perpetrators often disguise their numbers or use someone else's phone to avoid being identified.
4. **EMAIL BULLYING** uses email to send bullying or threatening messages, often using a pseudonym or anonymity or using someone else's name.
5. **CHAT ROOM BULLYING** involves sending menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **BULLYING VIA INSTANT MESSAGING (IM)** is an internet-based form of bullying where real-time conversations take place online (via MSN, Bebo, Facebook etc).
7. **BULLYING VIA WEBSITES** includes the use of defamatory blogs, personal websites and online personal polling sites.

Consequences

The school has a policy in place to deal with Cyberbullying. All incidents of Cyberbullying will be taken seriously and the Police will be involved where appropriate.

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