



ANTI-BULLYING POLICY

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GLOSSARY OF TERMS

DfE	Department for Education (UK government)
DSL	Designated Safeguarding Lead; named person within the School with responsibility for co-ordinating and overseeing child safeguarding
ISI	Independent School Inspectorate
SEND	Special educational needs and disability
SLT	Senior Leadership Team



Aim of this policy

Blanchelande College is committed to challenging bullying, supporting the victim and changing the attitude and behaviour of the perpetrator. This policy aims to establish a safe, supportive and caring environment in which all pupils and all staff can work together and learn, without fear of being bullied. Bullying should never be considered an inevitable part of school life.

This policy aims to give all pupils, parents and staff an awareness of bullying and its causes, and an understanding that, at Blanchelande College, bullying behaviour will be decisively challenged.

Statutory and non-statutory guidance framework

This policy has regard to the following statutory and non-statutory guidance, as set out by the ISI Commentary on Regulatory Requirements with the addition of local Guernsey law and guidance.

- The Children (Guernsey and Alderney) Law 2008
- [Standards for British Schools Overseas](#) (DfE, 2016)
- [Preventing and Tackling Bullying](#) (DfE, 2017)
- [Online bullying: Advice for head teachers and school staff](#) (DfE, 2014)

Other relevant policies

This policy should be viewed in conjunction with the following Blanchelande policies:

- Safeguarding & Child Protection policy
- Behaviour policy
- SEN policy
- Data protection policy

Principles of good behaviour: Three Rules for Life

At Blanchelande College we are committed to engendering and maintaining high standards of behaviour at all times. The principles that lie behind the fostering of good behaviour at Blanchelande are expressed in our Three Rules for Life

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

‘Lord, let me grow into the kind of person you want me to be.’

All members of the College community have responsibility for maintaining good behaviour. Most occasions of bullying can be avoided if all at Blanchelande adhere to the College’s Three Rules for Life.

Anti-Bullying statement

The College aims to promote an ethos in which bullying is socially unacceptable, and within which any instances of bullying are addressed in a prompt and sensitive manner. Alleged bullying will always be investigated thoroughly, and appropriate sanctions applied (see the Behaviour policy for further detail).

Incidents of bullying will be dealt with in consultation with the parents of the victim and the perpetrator. Both parties will be counselled and given strategies to deal with the specific circumstances of the individual situation.

Blanchelande actively promotes an open climate in which victim and witness should feel safe and able to report any incident either directly or via a third party.

Definition of bullying

Bullying is behaviour by an individual or group, that may be *repeated over time*, that intentionally hurts another individual or group either physically or emotionally.

- Bullying may be motivated by prejudice against a particular group, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.
- Bullying may be motivated by actual differences between children, or perceived differences.
- Bullying may be physically violent, but emotional bullying can be equally, or even more, damaging.
- Bullying often involves an imbalance of power between the perpetrator and the victim, and so centres on control and an inability to offer a defence; the power exerted physically, psychologically (knowing what upsets someone), or intellectually; it may involve a group, or it may impose isolation; it may involve intimidation in person, or online.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is unacceptable and help stop negative behaviours escalating.

Bullying impacts on the attendance and attainment of those who suffer from it and can have a life-long negative impact. Bullying can cause serious and prolonged emotional damage. Bullying often results in changed behaviour in the victim and staff should be vigilant in identifying such changes as early intervention is important. Additionally, although bullying is not a specific criminal offence, there are criminal laws which apply to assault, harassment and threatening behaviour – including over the internet.



Blanchelande College recognises that, whilst individual hurtful words, actions or messages to others are wrong and must be dealt with, bullying is persistent (repeated) and *personal* (intended to harm).

Examples of bullying behaviour may include:

- Psychological: anything which affects how an individual thinks about his or herself; being unfriendly, isolating, whether in person or online.
- Verbal: anything hurtful said or directed to an individual or group; name-calling, sarcasm, spreading rumours, teasing, criticism, whispering.
- Relational: anything that damages friendships, for example, exclusion and isolation.
- Physical: anything that hurts a person or a group or damages the property of that person or group; pushing, kicking, hitting, punching or any use of violence including online.
- Cultural: anything that insults a person's race, religion, culture or background; racial taunts, graffiti, gestures,
- Sexual: inappropriate or unwanted physical contact or abusive comments, including based on sexual orientation.
- Financial: extorting money.
- Disability: related to a person's impairment or disability may include name calling or ridiculing.
- Online-bullying: via text messages, social media, internet or gaming, which can include the use of images and video.

Vulnerable groups

Particular groups of pupils can be particularly vulnerable to the forms of bullying outlined above. This includes pupils with disabilities, special educational needs, pupils who are children of staff members, children from a non-conventional family background, those in care, pupils from wealthy or poor families, and any pupil who acts as a carer. These pupils may also find it more difficult to report incidents of bullying. Staff are expected to monitor such pupils particularly closely.

Bullying 'outside the school gates'

Where an incident of bullying outside the school premises is reported to the school, the school will investigate and take appropriate action, since the effects would be felt in school and such incidents would therefore be a matter to be dealt with by school. This includes journeys to and from school, external trips, extra-curricular clubs and online -bullying.

Outside agencies

Action will involve informing parents and may mean contacting the Police or the Child Protection Unit. It is not possible to promise confidentiality if bullying comes to the school's attention, however staff should deal with all cases sensitively and information will only be shared on a strict 'need to know' basis.

A range of external services are available to support the victim, the bully and the school in more serious cases of bullying. Where the victim is suffering significant harm then the situation should be reported to the College's DSL as set out in the Safeguarding and Child Protection Policy. The Youth Commission and in some cases the Police are also able to provide support and resources when requested by the College.

Some types of harassing or threatening behaviour may constitute a criminal offence. If school staff consider that an offence may have been committed, they should inform the Principal who will seek advice from the Police.

Guidelines for staff on receipt of information about bullying

The role of staff:

- Discuss with the pupil immediately, in a calm, supportive manner.
- Listen also to the alleged perpetrator's account.
- Take the matter seriously and take prompt action.
- Having listened to the pupil, communicate with the pupil's form tutor and Phase Leader, then place a concern on Wellbeing Manager
- Often the case will be dealt with at a form tutor level, but could be escalated, involving Phase Leader and the Pastoral Care team if required.
- Do not promise confidentiality: this will not help to resolve the problem, and if there is a safeguarding issue it must be disclosed to the DSL or another person in line with the Safeguarding and Child Protection policy.

Where bullying is found to have occurred, the following should take place:

- Parents of the victim and perpetrator should be informed promptly.
- A written record should be kept (ideally including witness statements), shared with SLT, and placed on the pupil's file via Wellbeing Manager on iSAMS
- The relevant Form Tutor and Phase Leader should be informed of the situation; the Phase Leader will brief the Head and/or Deputy Head of Pastoral and Vice-Principal.
- Misbehaviour should be sanctioned in line with the Behaviour for Learning Policy, and the consequences of any recurrences made clear.
- Support, including strategies for use in the future, should be offered to the victim and/or the perpetrator as appropriate and recorded in writing.
- All staff should then be informed at Staff Briefing to ensure monitoring and consistency.

The role of SLT:

- To take disciplinary action.



- To enlist outside agencies as appropriate.
- To educate the pupils about anti-bullying through assemblies, PSHE lessons, etc.
- To support staff and pupils in the promotion of positive behaviour.

The role of the Principal:

- To ensure the ongoing monitoring of bullying at weekly SLT meetings.
- To enforce pupil contracts or other sanctions.
- To appraise Governors of persistent offenders who have not responded to positive approaches to behaviour management.

Anti-bullying strategies:

- Blanchelande actively promotes a zero-tolerance attitude throughout the school towards all forms of bullying. It does so via many sources, including the Three Rules for Life, PSHE and RSE programmes of study, the Behaviour Policy, and assemblies. Through these and other means, all are aware that bullying is unacceptable, and pupils are given the opportunity to foster positive attitudes and conduct.
- Staff should be particularly observant of verbal and social bullying (exclusion, isolation) which may prove more difficult to prove.
- Questionnaires or reviews on bullying and where it may occur are carried out amongst pupils, staff and parents.
- The Anti-Bullying Code and Online Bullying Code in the pastoral section of the students' planners summarise the College's anti-bullying policy. These are read, signed and dated by students.
- Staff provide support, anticipate problems (for example attendance checks in the case of victims of bullying) and make opportunities to listen to pupils. Teachers should listen to both sides, and avoid making assumptions. Teachers must always be prepared to check poor behaviour, as this can lead to bullying, and report patterns of behaviour, as this may indicate bullying. Teachers are expected to arrive in good time for class, to be a vigilant presence around school and to report anything they feel concerned about to SLT.
- Supervision of key areas of the school when bullying may be more likely to occur, such as before school, break and lunch and at dismissal.
- Staff are encouraged to act on all incidents of bullying, including the perceived 'small' matters of friendship issues.
- Staff are expected to act in a timely, appropriate and consistent manner in line with the College's Behaviour Policy.
- Pupils are encouraged to share problems with their parents and/or through the College's pastoral system (which in its fullest sense comprises every member of staff) – form tutor, Peer Mentors (in the case of Year 7), subject teacher, Phase Leader, Head of Learning Support, Head and Deputy Head of Pastoral Care, Vice Principal or Principal. Pupils may also confide in one of the administrative staff.



Suggestion boxes are located around school which are emptied and monitored regularly. All matters are handled with sensitivity.

- The College has an Independent Listener, Mrs Emily Mercer, SENCo at St Mary & St Michael Catholic Primary School, who is more than happy to talk about any problems if pupils wish to contact someone outside of the School (Telephone: 01481 245 020).
- Furthermore, pupils are encouraged to speak to their friends and peers and to take care of those more vulnerable members of the school. The College promotes a culture amongst pupils which deters silence or by-standing in the face of bullying. They are encouraged not to feel guilty about raising issues with teachers and staff and this is regularly reaffirmed in tutor time, PSHE lessons and assemblies

Staff Training

All staff will be kept up to date in understanding all behaviours that constitute bullying and how to deal with such behaviour by means of staff meetings and INSET sessions. Best practice in behaviour management will also be shared.

Parental communication with the College

Parents who have concerns about their son or daughter should always contact their child's class teacher or form tutor or the relevant member of SLT at the earliest opportunity, so that the matter can be promptly investigated:

Monitoring, evaluation and review

Cases of bullying are recorded within Well-Being Manager (iSAMS) and categorised as bullying, enabling a specific report to be run as part of our monitoring of pastoral care. This report enables the school to identify individual students as victims, perpetrators or by-standers, as well as patterns in bullying. The Head of Pastoral Care reports to the Governors Educational Sub-Committee on the management of bullying.

The College will review this policy annually and evaluate the effectiveness of its procedures.

APPENDIX 1 – ONLINE BULLYING (ONLINE BULLYING)

Introduction

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

Definition

Online bullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. It comes in many different forms and is particularly damaging as the abuse is inescapable – it follows the target everywhere.

When posted online, the audience and potential for escalation is large, and often, the content is permanent.

Behaviour that is classed as online bullying includes:

- Abusive comments, rumours, gossip and threats made using digital communications and/or technologies – this includes internet trolling (i.e. malign online behaviour).
- Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.
- Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.
- Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.
- Blackmail or pressurising someone to do something they do not want to such as sending a sexually explicit image.

Sexting (Youth Produced Sexual Imagery)

Sexting is the term used to describe the sending of explicit images electronically. Sexting is the act of exchanging messages, images or videos of a sexual nature through digital communications platforms such as text message, social media or mobile apps. It refers explicitly to self-generated content. Sexting is rarely a private, harmless act. Once it has been sent, the sender no longer has any control of where it ends up. If a message is shared, it opens young people up to many forms of abuse or exploitation such as bullying, blackmail and/or public humiliation. In certain cases, legal action may even be taken.

Under the Sexual Offences Act (2003) taking an indecent image of a child (someone under the age of 18) is illegal. It is also illegal to send or keep (be in possession of) such an image. This law applies to a young person taking and sending an image of themselves, and applies



to anyone receiving such an image if they do not delete it immediately (they should also advise someone appropriate (an adult) of their actions). Any sharing of such images is illegal, and there may be further legal implications if an older pupil/student requests such pictures of a younger student, known as ‘grooming’.

Pupils should be aware that no data is ever completely erased from a computer or phone – should they ever find themselves the subject of a serious investigation into their ‘online’ behaviour forensic examination of electronic devices will retrieve all deleted images/texts etc. The main concern about ‘sexting’ is that once an image is sent by a pupil it is then beyond their control. Sadly there have been numerous cases of such images then being distributed beyond a school’s community with serious and far-reaching consequences.

Involvement in sexting is unacceptable within the College community. Not only is such behaviour illegal, it breaches the most fundamental values of the school regarding how people are to be treated. Deliberate involvement in sexting will be treated as a major breach of discipline, and will be sanctioned accordingly.

The Head of Pastoral Care (also the Designated Safeguarding Lead) will take overall responsibility for the coordination and implementation of online bullying prevention and response strategies. S/he will:

- Ensure that incidents of online bullying are promptly addressed and/or escalated in line with College policies on safeguarding, anti-bullying and behaviour.
- Ensure that all relevant policies are regularly reviewed and updated.
- Ensure that all staff know to whom online bullying should be reported (i.e. Head of Pastoral Care/DSL).
- Publicise and promote key messages, such as asking for help.
- Provide training to enable staff to identify children at risk of being drawn into terrorism and how to make a referral. The DSL is also the Designated Prevent Lead.
- Ensure that parents/carers are aware of the online bullying policy and know where to find it on the school website.
- Ensure that online bullying training for pupils is embedded in the ICT and PSHE programmes of study, and that pupils know how to report a concern. (to someone on their safety circle, Childline or the thinkuknow website: www.thinkuknow.co.uk)
- Ensure that all staff are aware of their responsibilities regarding the use of technology within school and beyond.

The Principal will:

- Ensure that pupils are properly informed about online bullying through the ICT and PSHE curriculum.



- Provide information for parents to learn about online safety and the positive use of technology.
- Ensure the annual review of the following: Acceptable Use of ICT Policy for Students; Guidelines for Staff when Children are using Digital Devices; Children's Use of Digital Devices.
- Provide annual anti-bullying (including cyber bullying) training for staff.

The IT department will:

- Ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the DSL to behavioural or safeguarding issues. All breaches are checked and discussed with the pupil concerned and their parents.
- Ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the DSL. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.
- Ensure that students are aware of online safety, online bullying procedures, acceptable use of ICT, and password security.

The Data Protection Officer (Vice Principal Senior) will:

- Ensure the school manages personal data in line with the Guernsey Data Protection Regulations (2016).

The Governors will:

- Appoint a governor in charge of safeguarding who will work with the DSL to ensure the policies and practices relating to safeguarding including the prevention of onlinebullying are being implemented effectively. The current governor for safeguarding is Mr Trevor Wakefield.

Signs of online bullying

Staff are encouraged to observe dynamics in lessons and during break times and pick up on conversations that suggest a young person is worried about something or there is conflict between individuals or groups. A person who is experiencing online bullying may exhibit the following signs:

- Depressed or anxious.
- Withdrawn and disengaged.
- Loss of friends.
- Increasing absence or sickness.
- Declining grades and a lack of interest in school.
- Avoids or stops using technology.



- Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct for the Use of Computers at Blanchelande College. Any action taken will be in line with this Code and the College Behaviour policy.

What to do if you suspect an online-bullying incident

School staff should be aware that they are entitled to require a pupil reveal a message or other phone content, though to search the contents of the phone requires the decision of the Vice Principal or Principal. Staff may confiscate a phone if they have serious reason to do so, to pass it to the Vice Principal or Principal.

Mobile Phones

- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names. Alternatively use another device to take a photo of the pupil's screen.
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message/image.
- Inform the Vice Principal or Designated Safeguarding Lead immediately and pass them the information that you have.

Computers

- Ask the pupil to display the material in question.
- Ask the pupil to save the material.
- Print off the offending material straight away.
- Make sure all pages are in the right order without omissions; then inform and pass on the information to the Vice Principal or DSL.
- The Vice Principal or DSL will then investigate the matter fully, including interviewing pupils and taking statements; if there is a child protection issue it will be escalated accordingly.

Allegations against staff

Any allegations against staff should be handled following guidance in the College's Safeguarding and Child Protection Policy under 'Dealing with Allegations of Abuse against Staff'. The Staff Code of Conduct also contains guidance on using digital media and online communication with students.

Guidance for working with the victim

- Offer emotional support to deal with the situation, and reassurance that disclosing the issue was the right thing to do.
- Advise the student that they must not retaliate or reply, but that all evidence must be kept and handed on to their parents and/or a member of the SLT.

- Advise the student and their parents to review their online privacy, for instance what information they are sharing; consider a new phone number.
- Try to remove any hurtful or embarrassing content from online, if necessary contacting the person who originally distributed the material; the host provider may be able to intervene.
- The DSL/Principal will contact the Police in cases of actual/suspected illegal content.

Working with the perpetrator and applying sanctions

The aim of the sanctions will be to:

- Help the victim to feel safe and that s/he will not be subjected to further online bullying.
- Hold the perpetrator to account, enable them to recognise their wrongdoing, change their attitude, and deter them from further repeat behaviour. To understand why they have behaved in this way.
- Demonstrate to the College community that online bullying is unacceptable and will be dealt with decisively in line with sanctions specified in the Behaviour Policy.
- Take into account the type and impact of the bullying and the possibility that it was unintentional or in retaliation.

Monitoring, evaluation and review

The Head of Pastoral Care records all incidents of bullying and can identify patterns of online bullying. Instances of bullying are discussed at weekly SLT meetings. This record is scrutinised by the Board of Governors at least annually. The online bullying policy is reviewed by the Governors annually.



APPENDIX 2 – Online Bullying: guidance for pupils

Online bullying can seem like a never-ending torment, especially when there are many people involved. But there are steps you can take, and people you can talk to to make it stop.

RECOGNISE IT

- **Know what to look out for:** online bullying comes in many different forms; make sure you know how to recognise it when it happens.
- **Find the cause:** Try to establish who is behind it, and why they may have targeted you. Make sure you keep the evidence, as without proof, it will be hard to make a complaint.
- **Be assured:** others will only know about the incident on a need-to-know basis.

REPORT IT

- Unless you report online bullying to an adult, it is very unlikely to stop. Start by talking to your parents or guardians about the types of online bullying you have experienced. They will be able to help you in reporting it to the following people:
 - **The school:** The school has a responsibility to protect you from bullying, even if it happens offsite, online or over the phone. Ask your parents to schedule a meeting with your form tutor, Phase Leader Head or Deputy Head of Pastoral Care, and be prepared to talk to them about who has been involved.
 - **Service providers:** There are very [simple steps](#) you can take to report online bullies who contact you by phone, email and on social media.
 - **The police:** Forms of online bullying such as threatening phone calls or messages may be an illegal offence that the police can help with. Ask your parents to contact your local police station for more information or report it to school and the DSL may be able to act on your behalf.

PREVENT IT

- **Don't respond:** Never get involved in arguments online, as this will only escalate the situation and make it much worse.
- **Block the bullies:** You can easily prevent online bullies from being able to contact you by following these [online safe settings](#).
- **Increase your privacy:** Unfortunately, some people use the internet to cause harm to others. Don't let this small group ruin your experience, but be sensible with the information you share. Follow these [privacy guidelines](#) to keep yourself protected.
- **Respect your online presence:** It is easy to forget that the online world is the real world, and what you share online can have huge consequences. It is therefore so important that you always [think before you post!](#)



APPENDIX 3 – Blanchelande anti-bullying code and advice

The Blanchelande Three Rules for Life

Blanchelande College is committed to high standards of behaviour at all times. Our Three Rules for Life help us to achieve this:

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

Making Blanchelande a bullying-free school

Blanchelande College is committed to challenging bullying, supporting the victim and changing the attitude and behaviour of the bully. Every member of the College community has his or her part to play. The College's anti-bullying policy aims to establish a safe, supportive and caring environment in which all pupils and staff can work together and learn, without fear of being bullied. The College expects all members of the school community to uphold the College anti-bullying code:

- a) Every student at Blanchelande College has the right to enjoy their learning and leisure time free from intimidation.
- b) Blanchelande College will not tolerate unkind actions or remarks even when these were not intended to hurt.
- c) To stand by when someone else is being bullied is to support bullying. It is the responsibility of friends and peers to report incidences of bullying to a member of staff, not to expect someone else to do so.
- d) If you are being bullied or you know of someone who is being bullied, you should report this to a member of staff or a responsible adult.
- e) Bullying will always be taken seriously, dealt with promptly and the issue monitored
- f) School will listen to the accounts of both parties before acting.
- g) Staff will respond in a timely and appropriate way. Sanctions given will be in line with the College's Behaviour policy.

Advice: if you feel you are being bullied

- Always remember that no one deserves to be bullied – bullying is always the bully's fault. Bullies seek out and need victims and just happened to pick you.
- Talk to someone. The best way to protect yourself from being bullied is to tell someone so that you can get some help. Tell a friend what is happening. Ask him or her to help you. It will be harder for the bully to pick on you if you have a friend with you for support.
- Ignore the bully or say 'No' really firmly, then turn and walk away. Don't worry if people think you're running away. Remember, it is very hard for the bully to go on bullying someone who won't stand still to listen.



- Don't show that you are upset or angry. Bullies love to get a reaction. Keep calm and hide your emotions; the bully might get bored and leave you alone. If bullies think you are sensitive about an issue he or she will try and get a reaction.
- Don't fight back if you can help it. If you fight back, you could make the situation worse, get hurt or be blamed for starting the trouble.
- Stick with a group, even if they are not your friends. Bullies tend to pick on people when they are on their own.
- Practise 'walking tall', look in a mirror. If you look positive and confident, the bully will find it harder to identify you as a target – even if you don't feel that way inside.
- Keep a diary about what is happening. Write down details of incidents and your feelings. When you decide to tell someone, a written record of the bullying makes it easier to prove what has been going on.
- Tell your parents or other adults such as your Form Tutor or Head of Pastoral Care. You need their help and they will be able to guide you and help the situation stop.
- Don't suffer in silence and let the bullies win.
- Don't answer texts, emails or messages which are abusive. Log them and report them to your parents, a teacher, your tutor or Head of Pastoral Care. Don't delete them. You don't have to read them but you should keep them as evidence. Do not give out personal details on the internet or by text. If you use chat-rooms, always stay in the public areas. Don't answer texts, emails or messages from someone you don't know.

There are many excellent websites where you can get more help and advice:

www.kidscape.org.uk

www.childline.org.uk

www.familylives.org.uk

www.anti-bullyingalliance.org.uk

www.nspcc.org.uk

www.youngminds.org.uk

www.childnet.com

www.digizen.org

www.stophateuk.org

www.srtrc.org/educational



Make a Pledge to Combat Bullying

I will ...

1.

2.

3.

I will not...

4.

5.

6.

APPENDIX 4 – Bullying: advice for Parents

If you are concerned that your son or daughter may be involved in bullying other pupils at the school, the following information may be useful:

- Talk with your child, explain that what he or she is doing is unacceptable and makes other pupils unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other pupils without bullying.
- Make an appointment to see your child's class teacher or form tutor; explain the problems your child is experiencing; discuss how you and the College can stop this behaviour.
- Check regularly with your child how things are going at school.
- Encourage your child to practise the [Decider Skills](#) (CBT-based coping strategies).