



# Child Protection Policy

## AND GUIDELINES FOR STAFF

UPDATED SEPTEMBER 2008

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## Introduction

Information for parents/carers is published in the School handbook and in the Headmaster's letter:

**"The School is committed to promoting the health and welfare of all pupils and if staff see signs that suggest that one of the pupils may have been the victim of abuse (or is at risk of abuse) staff will follow the procedures laid down by the School's Child Protection Policy 2008.**

**N.B. Such action in no way implies that any parent/carer or other individual is being accused of wrongdoing."**

Our school fully recognizes the contribution it makes to protect children and support pupils in school and there are three main elements to our Child Protection policy;

- ❖ **Prevention:**  
*e.g. positive school atmosphere, good teaching, pastoral care and support to pupils.*
- ❖ **Protection:**  
*By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.*
- ❖ **Support:**  
*To pupils and school staff and to children who may have been abused.*

This policy **applies to all adults and children** in our school community.

All members of the school staff should be alert to the possible signs of abuse of a pupil. This booklet is designed to give advice, support and the necessary guidelines to any staff who find themselves in a position where they have to make a decision concerning the possible abuse of a pupil.

Whether a member of staff is working in the senior or preparatory part of the school, the procedure remains the same.

There are a range of documents, circulars and guidance for good practice which governs Child Protection work at Llandovery College. The key documents which inform this policy are:

- Carmarthenshire Local Safeguarding Children Board Procedures.
- DCFS circular 10/95.
- The Children Act 1989/2004.
- Working Together to Safeguard Children 1999.
- Framework for the Assessment of Children in Need and their Families 2000.

## PART ONE – THE POLICY

### Aims and Objectives

This policy aims to **safeguard and promote** the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child); to **develop awareness of Child Protection** issues among the staff; to enable pupils to access help and guidance; and to **inform parents of the school's Child Protection responsibilities**.

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are also the responsibilities of the CSIW and the Independent Schools Inspectorate.

At Llandovery College we aim to:

- i) have an ethos in which **children feel secure**; their **viewpoints are valued**, they are **encouraged to talk and are listened to**;
- ii) provide suitable **support and guidance** so that pupils have a **range of appropriate adults** to whom they can turn if they are worried or in difficulties;
- iii) **work with parents** to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may **occasionally require the children to be referred to investigative agencies as a constructive and helpful measure**;
- iv) be vigilant in cases of suspected child abuse, **recognizing the signs and symptoms**, have **clear procedures** whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- v) **monitor children** who have been identified as **at risk**, keeping, *in a secure place*, **clear records** of pupils' progress, maintaining sound **policies on confidentiality**, providing information to other professionals, submitting reports to case conferences and attending court conferences.
- vi) **provide child protection training** regularly to school staff and in particular to designated teachers to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- vii) contribute to an inter-agency approach to child protection by developing effective and **supportive liaison with other agencies**;
- viii) use the curriculum to **raise pupils' awareness** and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- ix) provide **clear policy statements** for parents and staff on this and on both positive behaviour policies and the school's approach to bullying;

- x) have a clear understanding of the various types of **bullying – physical, verbal and indirect**, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- xi) have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all **staff are fully aware of the procedures** and that they are followed correctly at all times,
- xii) have a **written whole-school policy**, produced, owned and regularly reviewed by the school's staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

*The above aims are constructed using guidance from CSIW.*

### **The Designated Member of Staff**

Llandoverly College has a designated member of staff to deal with child protection issues if they arise.

In both the Senior and preparatory school it is:

**Mrs Emma Edwards** and in her absence, **Mrs Debbie Rockey**.

The designated Governor for the school is **Mr Paul Hartley-Davies**

All designated teaching staff have been **appropriately trained**. Should both members of staff be absent then the matter should be referred to another member of the **School Senior management team**.

### **The role of the designated member of staff**

- To ensure that all staff know who this member of staff is within their school (and in his/her absence a Designated Teacher) for Child Protection issues.
- To refer promptly all cases of suspected child abuse to the local social services department or the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.
- To maintain and update as necessary the Child Protection Monitoring List.
- To organise regular training on Child Protection within the School.
- To ensure that all staff know about and have access to CSIW guidelines. ([www.csiw.wales.gov.uk](http://www.csiw.wales.gov.uk))
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole-school policy on Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- To maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need-to- know basis".
- To pass on records and inform the key worker when a child who is on the Child Protection register leaves the school. The custodian of the register must also be informed.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.

**Llandovery College works within the terms of The Children Act (2004). Concerns over pupils' safety will be properly investigated and appropriate action taken promptly whilst safeguarding pupils' well-being and minimising distress and disruption.**

**Parents/guardians are strongly requested to advise the school of any problems or difficulties which might affect pupils' work or behaviour at school so that staff may respond in the best way to ensure children's continued safety and happiness.**

## **PART TWO – GUIDELINES FOR STAFF**

### **WATCHPOINTS**

Child abuse may come to the notice of staff in one of the following ways:

1. Disclosure from the abused child.
2. Reports from third parties.
3. Personal observation of physical injury.
4. Observation of altered behaviour.

The following indicators, especially in combination, may alert you to the possibility that something is wrong:

1. Repeated evidence of physical injury.
2. Significant and seemingly inexplicable altered behaviour patterns.
3. Significant and otherwise inexplicable deterioration in school work.
4. Reluctance to go home.
5. Prolonged or frequent absences from school.
6. Self-inflicted wounds.
7. Distrust of adults.
8. Psychosomatic pains.
9. Reluctance to make friends.
10. Secretive, exclusive relationships with adults
11. Overeating or loss of appetite.
12. Signs of general neglect in feeding, clothing and cleaning

N.B. These symptoms may be present when there is no abuse. Do not be tempted to diagnose.

## **School procedures – to be followed in all cases of suspected abuse.**

### **As a member of staff, what should I do?**

Any member of staff with an issue or concern relating to Child Protection should immediately inform the Designated Member of Staff. It should be made clear to students that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**. Allegations of child abuse must always be given the highest priority.

The Designated Member of Staff will then decide on an appropriate course of action.

Parents are informed of the school's responsibilities to follow procedures as laid down by school policy.

### ***Allegations against members of staff***

Teachers must protect themselves especially when meeting on a one-to-one basis with students and staff should bear in mind that even perfectly innocent actions could sometimes be misconstrued.

If an allegation is made against a member of staff, there is an obvious need to act immediately and with utmost discretion. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and a written record passed to the designated member of staff on the same day.

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Warden. The circumstances should be kept strictly confidential until the Warden has been able to judge whether or not an allegation or concern indicates possible abuse. If it is deemed likely, the next step is to inform the Chairman of the trustees and trustees are responsible for Child Protection. If the allegation is against the Warden it should be taken directly to the Deputy Warden and through them to the Chairman of trustees and trustees are responsible for Child protection.

## **GENERAL ADVICE**

TRUST YOUR JUDGEMENT rather than fear over-reaction.

The consequences of reporting suspected child abuse and being wrong can be difficult.

The consequences of not reporting suspected child abuse could be fatal! (Victoria Cimbe 2003; 12 opportunities missed by numerous agencies to save her life)

The Designated Member of Staff will decide in each case what to divulge and to whom of the teaching and non teaching staff.

The Designated Member of Staff and the Senior Management Team shall provide support and counselling for staff involved in an abuse case.

This document is based on advice made available from:

1. NSPCC
2. AMMA

And in accordance with:

1. DES circular No: 4/88
2. DHSS LAC (88) 10
3. Working together (1988) HMSO
4. The Children Act (1989)  
Guidance and Regulations Vol. 5 HMSO
5. The Children act (1989)  
A Guide for the Education Service OU

## Dealing with disclosures of abuse

The procedure for dealing with disclosure remains the same across both schools. If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- Stay calm and be available to listen. Convey this through words and action; reassure the child that you are taking seriously what they have to say.
- Inform the child that any information may need to be passed on. Make sure they feel secure, and explain what you will do next. It should be explained to them that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.
- Listen with the utmost care to what the child is saying. Allow the child to finish without directly questioning or stopping them. Let them tell you what they want and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation. Question normally without pressurising.
- Don't put words into the child's mouth but note the main points carefully.
- Reassure the child and let them know they were right to inform us.
- Immediately inform the Designated Member of Staff.
- Keep a full record – date, time, what the child did, said, etc. Write down notes and sign them. Record as much as you can remember, as soon as possible (preferably immediately) afterwards using the pupil's own words. Then pass this onto the Designated Member of Staff.
- Under such circumstances, staff may themselves feel distressed after a disclosure. This is quite normal. If a member of staff does experience such emotions, one of the designated teachers in the school will always be available to listen and talk.

**Check list for immediate action when concerns arise:**

- ❖ STAY CALM
  
- ❖ BELIEVE THE CHILD
  
- ❖ REASSURE THE CHILD WHILST ALWAYS EXPLAINING THAT YOU MAY HAVE TO PASS INFORMATION ONTO THE RELEVANT AGENCY.
  
- ❖ ALLOW THE CHILD TO TALK/FINISH THE STORY
  
- ❖ REPORT THE INCIDENT - IMMEDIATELY TO THE DESIGNATED TEACHER
  
- ❖ IT IS IMPORTANT TO STRESS THAT DISCRETION AND CONFIDENTIALITY ARE A CRITICAL PART OF THIS PROCESS AND STAFF MUST NOT DISCLOSE THIS INFORMATION TO ANY OTHER PERSON(S) BEYOND THE CONFINES OF THE INVESTIGATION.

## Monitoring and record keeping

It is essential that **accurate records** be kept where there are concerns about the welfare of a child. These records should then be kept in **secure, confidential files**, which are separate from the child's school records. **It is important to recognise that regulations published in 2004 do not authorise or require the disclosure to parents of any written information relating to Child Protection.** However, once the matter is referred to Social Services, they will inform the parents of the origin of the allegation. The preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to Sexual Abuse).

If a staff member has a concern that a child might be at risk, they should immediately inform the Designated Member of Staff who will inform the Warden. The following list offers examples that may help those concerned to make a decision as to whether to take further action:

- poor attendance & punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

If the decision is taken to bring this to the attention of the Designated Member of Staff, a full written record should be maintained of all concerns.

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:

- factual (no opinions)
- non-judgemental (no assumptions)
- clear
- accurate
- relevant

## **APPENDIX ONE**

### *MAKING A REFERRAL*

Checklist of information required:

#### **Child's Details:**

- Child's full name
- Date of Birth
- Gender
- Current address, including postcode and telephone number
- Home address (if different)
- Name of G.P.
- Name of others in household, their D of B and relationship to subject child
- Significant others, their D of B and relationship to subject child
- Ethnicity
- Other agencies/disciplines involved
- Safety issues to consider for Social Services worker

#### **Referral Information Required:**

- Reason for referral
- Child's health/education
- Parent and environmental factors
- Assessment of immediate level of risk
- The action already taken and your continuing involvement
- The expected outcome of this referral

## APPENDIX TWO

### TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four distinct types, i.e.

1. **Physical Abuse:**
2. **Sexual Abuse:**
3. **Emotional Abuse:**
4. **Physical Neglect:**
  
5. **Grave Concern/at risk** — this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

#### 1. Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** — these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.

- **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. **NB.** A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks**
- **fractures**
- **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast, a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

## 2. Sexual Abuse:

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge inappropriate to** the age of the child.
- **behaviour that is excessively affectionate or sexual** towards other children **or** adults.
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **a fear of medical examinations.**

- **a fear of being alone** - this applies to friends/family/neighbours/baby-sitters, etc.
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation is especially worrying when** it takes place in public.
- **promiscuity.**
- **sexual approaches or assaults** - on other children or adults.
- **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the **genital or anal areas.**
- the drawing of **pornographic or sexually explicit images.**

### 3. Emotional Abuse:

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

### 4. Physical Neglect:

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip.

Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

#### **5. Grave Concern/at risk:**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. It deals with children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

### **The Symptoms of Stress and Distress:**

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

### **Parental Signs of Child Abuse:**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

## **APPENDIX THREE**

### **CYBER-BULLYING**

#### **Introduction**

What is Cyber-Bullying?

It has been defined as 'a type of aggression relating to the sending or posting of harmful or cruel text or images using the internet or other digital communication devices'.

More specifically, we mean:

- Bullying by texts or messages or calls on mobiles
- Use of phone cameras to cause distress, fear or humiliation
- Posting threatening , abusive, defamatory or humiliating material on websites
- Hijacking email accounts
- Making threatening abusive defamatory or humiliating remarks in chat rooms
- Posting threatening abusive defamatory or humiliating material on reunion sites.

#### **Criminality**

Cyber-bullying is generally criminal in character. The law applies to cyber-space.

Hacking is criminal

- Behaviour that causes alarm or distress is criminal harassment if it occurs enough to constitute a course of conduct.
- The misuse of telecommunications to cause alarm or distress is criminal.
- 'Happy Slapping' is associated with criminal action.

Such actions can lead to a fine of up to £5000 and/or 6 months in prison.

The Protection from Harassment Act 1997 makes it an offence punishable by 6 years in prison to knowingly pursue a course of conduct (2 occasions or more) amounting to harassment.

#### **Llandovery College Cyber-Bullying Policy**

The School cyber-bullying policy fits into the normal school rules on bullying. It is not intended to trivialise 'normal' bullying, nor does it detract from the school's response to such actions.

Llandovery College Statement on cyber-bullying

All Bullying is damaging but cyber-bullying and harassment are invasions of privacy at all times. They may also involve criminal acts. The School will support victims and work with the police to detect those involved in criminal acts. The school will use all sanctions available to it up to and including permanent exclusion to correct, punish, or remove pupils who bully fellow pupils or harass staff in this way, in or out of school.

The school will use its powers of confiscation where necessary to prevent pupils from committing crimes or misusing equipment. If necessary for the protection of pupils, the school will use its powers to ban electronic equipment, including mobile phones, from being brought onto the premises. It is the duty of all members of the school community to bring to the attention of the Deputy Headmaster any example of cyber-bullying or harassment they know or suspect.

Llandovery College is committed to:

- Blocking access to inappropriate websites from school equipment
- Monitoring all ICT communications on School equipment
- Endeavouring to ensure that all images of staff and pupils are secure
- Training staff to respond to reports of cyber-bullying or harassment

The above information outlines the consequences and seriousness of such actions. If any member of the school is found to be guilty of any of the above actions, the school will take the appropriate action to protect the victim and to make absolutely clear to the perpetrators that such actions are wholly unacceptable.

This may include, depending on the seriousness of the offence:

A period of gating or appropriate sanction

A period of suspension

Permanent exclusion from school

In circumstances where criminal acts have been proven to have been committed, the police will be contacted.

#### **As a member of staff what should I do?**

If a member of staff suspects or is aware of such actions, they must report this directly to the Deputy Warden who will consider the evidence, and act accordingly. The Warden and Housemaster/Housemistress will be informed by the Deputy Warden.

If a mobile phone is being used:

Confiscate it

- Do not attempt to access its contents
- Inform the Deputy Warden

If a computer is being used:

- Remove the pupils from access to the machine
- Save the material
- Inform the Head of IT, who will take down the material from the site.
- Inform the Deputy Warden

### **As a pupil, what should I do?**

You must report this directly to your Housemaster/Housemistress who will take the appropriate action on your behalf.

- It is vital that you do tell someone. They will be able to give you advice on what to do.
- Do not answer abusive messages, but log them and report them.
- Do not give out any personal details, especially on social networking sites.
- Never reply to abusive emails or messages.
- Never reply to someone you don't know
- If you are in a chat room, stay in the public area

### **Advice to Parents**

You have a duty to inform your child that because cyber-bullying is more often than not criminal, you must ensure that they fully understand this. They should also understand the school statement on this.

If your child is, or you suspect that they are, a victim of cyber-bullying, you should contact the Deputy Warden directly. He will offer advice on how to deal with the issue and the level of support that you can expect from the school.

There are a number of useful sites (Google them by putting in 'cyber-bullying'). Two particularly useful ones are:

The DCSF anti-bullying site:

[http://www.dcf.gov.uk/bullying/cyberbullying\\_whatcanyoudo.shtml](http://www.dcf.gov.uk/bullying/cyberbullying_whatcanyoudo.shtml)

The Anti-bullying Network:

<http://www.antibullying.net/cyberbullying1.htm>

