St Charles Catholic Primary School

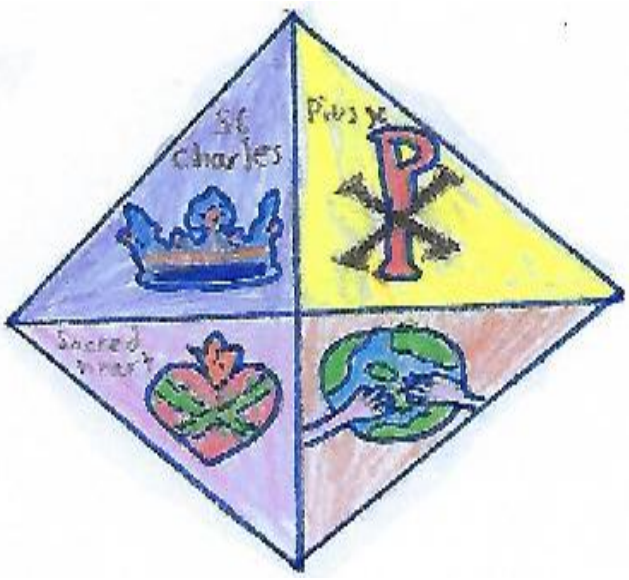


Anti-Bullying Policy

Date policy adopted: Autumn 2026
Reviewed date: Autumn 2027

Our Mission Statement

Love God, Love your Neighbour



(Design by Claudia 5A - 2020)

Through God's love, from the Holy Spirit, St Charles, share our together. We seek to children an importance of a deep love and to God.

and with guidance we, the Community of Catholic faith nurture in our understanding of the Christian values and lifelong commitment

We value the unique the children entrusted provide an excellent through our teaching realise their full

strengths and gifts of to us and strive to education, so that the children may potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Aims

As a school we have a duty of care towards our pupils whilst acting in loco parentis. Whilst we cannot guarantee that bullying does not occur at St Charles, the overall aim of this policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community are treated with respect. This is entirely consistent with the school's vision and ethos.

This policy aims to be preventative and proactive, enabling children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture. This includes explicit teaching about respect for protected characteristics, online behaviour and child-on-child abuse, in line with Keeping Children Safe in Education (KCSIE), as updated annually.

To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition

There are many definitions of bullying, but the Anti-Bullying Alliance bases its definition on the accounts of the victims of bullying. They consider it to be:

- **deliberately hurtful (including aggression)**
- **repetitive or persistent**
- **based on an imbalance of power, leaving the victim feeling defenceless**

Bullying can take many forms, but the main types are:

• **Physical**: pushing, hitting, kicking, pinching, threats, stealing

• **Verbal**: name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours

• **Emotional**: tormenting, ridicule, humiliation, exclusion from social groups,

• **Racist**: racial taunts, jokes, offensive mimicry, graffiti, gestures

• **Sexual**: inappropriate and uninvited touching, abusive comments, innuendoes

• **Cyber Bullying** : the use of electronic communication to bully a person, typically by sending messages, pictures, videos of an intimidating or threatening nature.

• HBT (Homophobic, Biphobic and Transphobic) bullying.
• Bullying related to protected characteristics (Equality Act 2010).

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The school also meets its Public Sector Equality Duty (PSED) by eliminating discrimination, advancing equality of opportunity and fostering good relations.No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner.

The nature of bullying

In schools bullying is more likely to occur where adult supervision is intermittent. In primary schools, a significant proportion of bullying takes place in the playground. Bullying can also take place on journeys to and from school and in the wider community, and may involve pupils from this or other schools. The school may take action in respect of bullying that occurs off-site where it impacts a pupil's welfare or the safe running of the school, in line with the Education and Inspections Act 2006 and DfE behaviour guidance.

This policy encourages pupils not to suffer in silence.

Where a pupil tells of bullying off the school premises, a range of steps may be *taken:*

• *inform the Head of the school whose pupils are bullying off the premises;*

• *talk to pupils about how to avoid or handle bullying outside the school premises.*

• *inform the parents of the victims and arrange for them to be collected.*

• *inform the local police about the problem (if necessary seek a police presence at trouble spots)*

Why do some children bully?

Bullies pick on smaller, weaker victims as a way of making themselves feel better. Very often they are unhappy, have difficulty making positive relationships, are lacking self-esteem, or have inadequate role models and support systems in their lives. Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or their parent's divorce. Others are lacking in basic social skills and boundaries of acceptable behaviour; they are selfish, spoilt and care little for the feelings of others.

How does bullying start?

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

• lacking close friends in school

• being shy

• an over-protective family environment

• being from a different racial or ethnic group to the majority

• being different in some obvious respect - such as stammering

• having Special Educational Needs or a disability

• behaving inappropriately, intruding or being a 'nuisance'

Pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Symptoms of Bullying

Teachers can play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:

• be reluctant to attend school and are often absent

• be more anxious and insecure than others, become withdrawn and lack confidence

• have fewer friends or withdraw from friendships and often feel unhappy and lonely

• suffer a drop in standards of school work

• suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive

• stop eating, have nightmares

• have unexplained bruises, scratches, cuts

• start stealing or “losing” money and possessions

• show reluctance to go out at playtimes, asking for jobs or feigning illness

• ask to be sent home early or hang around school in order to leave late

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that ‘telling’ is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

• Clear and consistent rewards and sanctions

• Parental consultations

• School’s Council and Chaplaincy meetings

• Circle-time activities

• Pastoral support

At St Charles, teachers do not immediately react to a suspected bullying case without further investigation. All parties are interviewed.

Confidentiality is a difficult issue. Sometimes staff may need to disclose information to others. In such cases they should explain to pupils how they might need to use such information. Some children may prefer to write about their experiences anonymously, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

Involving parents early is essential, and they might wish to involve the police as necessary. All incidents and the school’s responses are recorded on CPOMs. All incidents will be monitored to check that the bullying has not started again. Immediately after intervention, the bullying is likely to stop. However, bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

Sanctions

Bullying is subject to school sanctions just as any other undesirable behaviour (see the Behaviour and Expectations Policy). The severity and frequency of the bullying will always be reflected in the level of sanction imposed. Concerns of a child protection nature, including some forms of cyberbullying and child-on-child abuse, will be dealt with in accordance with the school’s safeguarding and child protection procedures.

Sanctions will be applied in line with the DfE statutory guidance *Behaviour in schools* and *Suspension and permanent exclusion from maintained schools, academies and pupil referral units* (both as updated from time to time).

Where other strategies do not resolve the problem, permanent exclusion may be considered in the most serious or persistent cases, including where violence is involved, in accordance with statutory exclusion guidance.

St Charles will:

• never ignore suspected bullying

• never make premature assumptions

• listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth

• adopt a problem-solving approach which moves pupils on from justifying themselves

• follow-up repeatedly, checking bullying has not resumed

Promoting this Policy

There are many opportunities to promote the policy:

• during assemblies and collective worship

• during normal curriculum coverage

• circle time activities

• School's Council and Chaplaincy meetings

• Role-play or stories

• Participation in 'Anti-Bullying Week

Strategies for reducing bullying

Our policy includes a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

a) Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

• explore issues and controversies by considering different points of view

• be more tolerant of others and more willing to listen

• trust those of the opposite gender and those from other ethnic groups

• become better integrated into the peer group

b) Team Building

Trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:

• pupils work together and help one another, managing conflicts within the group

• there are tasks needing a group effort

• children share information and divide work towards common goals

• roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

c) Circle Time

Time is regularly set aside for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

• creates a safe space to explore issues of concern

• explores relationships with adults and peers

• enhances effective communication

• affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:

• focus on their own feelings and those of others

• listen to one another and tolerate others' views

• learn to take turns

• discuss difficult issues using a problem-solving approach

d) Circle of Friends

Sometimes known as 'Circle of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil, whose agreement and cooperation are essential.

Circles aim to:

• improve the level of acceptance and inclusion of the pupil

• help the pupil make friends inside or outside the Circle

• increase insight into the pupil's feelings and behaviour

• describe the pupil - only positive things may be said

• list things about the pupil that they find difficult

• discuss how they would feel and behave if they were isolated or socially excluded

• consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track

• identify what might stop the pupil changing

• volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Working with victims

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates may dislike them. They may also bully weaker pupils. Parents and teachers will co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Parents of bullies and victims

Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion will sometimes be necessary.

Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

We have a duty of care to support the perpetrator of bullying and appropriate support will be put in place in order to make the perpetrator successful in changing his/her behaviour.

Playground policy

Our Behaviour Policy and Lunchtime Policy sets out clear guidelines for managing pupil behaviour during breaks and lunchtimes. They involve all staff, especially lunchtime supervisors, as well as pupils.

• Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.

• Efficient communication between supervisors and teachers is assured through the use of the "Playground Incident" book as well as regular, verbal exchange.

• Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

• The lunchtime supervisors ensure effective communication, acts as the main contact point with the behaviour manager and ensures the reporting of incidents to class teachers

The role of governors

The governing body supports the Executive Head/Head of School in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governors require the Executive Head/Head of School to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Head/Head of School, and asks her/him to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Executive Head/Head of School

It is the responsibility of the Executive Head/Head of School to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Executive Head/Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Executive Head/Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Executive Head/Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Head/Head of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Executive Head/Head of School ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Executive Head/Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their teacher incident book. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the key stage phase coordinator. If unresolved the matter will be investigated by the assistant head teacher and then the Executive Head/Head of School if it is deemed necessary. The Executive

Head/Head of School is informed of all bullying incidences. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Executive Head/Head of School, the teacher informs the child's parents.

The Executive Head/Head of School record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report to the Executive Head/Head of School.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Executive Head/Head of School and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Executive Head/Head of School may contact external support agencies, such as the Family Services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. (See above) They use drama, roleplay, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The School also celebrates Anti-Bullying Week with an assembly and a variety of activities for all pupils to take part in.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Executive Head/Head of School. If they remain dissatisfied, they should follow the school's complaints procedure (See the School’s Complaints policy).

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Child on Child abuse

Child on Child abuse is when a child might have been abused by another child.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc; this is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not

generally seen as child protection issues. However, any concern must be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

In line with Keeping Children Safe in Education (KCSIE), as updated annually, child-on-child abuse may include sexual violence, sexual harassment, online sexual abuse, upskirting, physical abuse, bullying (including cyberbullying), initiation/hazing and harmful sexual behaviour.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) as soon as possible
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Executive Head/Head of School. Where those concerns relate to the Executive Head/Head of School however, this should be reported to the Chair of Governors using the schools Whistleblowing policy.

Parents reporting bullying

Parents concerns will always be taken seriously.

The first point of contact for parents is likely to be the Office staff or a class teacher. It is important that all staff know the school policy and when to refer parents to the head of school.

Good practice includes:

• recognising that the parent may be angry and upset

• keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs

• remaining calm and understanding

• making clear that the school does care and that something will be done

• explaining the school policy, making sure procedures are followed

All incidents of bullying that meet safeguarding thresholds must be reported to the DSL/DDSL and recorded in accordance with *Keeping Children Safe in Education* (KCSIE), updated annually, and with the Data Protection Act 2018.

When a case is referred to them, senior teachers will also:

• ask for details and ensure a full record of the information is on CPOMs

• make a further appointment to explain actions and find out if it has stopped

• follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

Cyberbullying

Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers.

Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobiles phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives. One study carried out for the Anti-Bullying Alliance found that 22% of young people reported being the target of cyberbullying.

What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

What's different about cyberbullying?

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

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 or personal.

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 victims to move on.

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.

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.

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.

Many cyberbullying incidents can themselves act as evidence. This is one of the reasons why it's important to know how to respond!

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is

reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

The Education Act 2011 provides powers to search for and delete electronic material.

The Online Safety Act 2023 strengthens protections for children online and informs our whole-school online safety approach.

Civil and criminal law:

Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

Preventing Cyberbullying

Understanding and talking about cyberbullying

The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

Updating existing policies and practices

We will review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and use of technologies. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

Making reporting cyberbullying easier

No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. If bullying, or cyberbullying does occur, all pupils should feel empowered to report it and know that incidents will be dealt with promptly and effectively.

Promoting the positive use of technology

Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships.

Responding to Cyberbullying

Cyberbullying is a form of bullying, and therefore we will deal with the majority of cases through their existing anti-bullying policies and procedures.

Technology:	Great For:	Examples of misuse:
Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.

Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original. Creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments (VLEs)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represent them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

NSPCC Whistle-Blowing helpline number is 0800 028 0285