Anti-Bullying Quality Mark-UK

ABQM-UK Bronze Award
Final Evaluation
All Saints Catholic College
26th November 2019

Anti-Bullying Quality Mark-UK
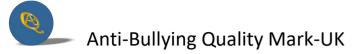
Criteria 1: Leadership	In Place	Evidence
1. There is an identified member of the senior Leadership Team who can lead the school's work towards achieving the ABQM-UK Bronze Award	Yes	Name on file and wherever possible on all documents that are produced with the Rapid improvement plan, evidence of all documents regarding Anti-Bullying have been submitted in the evidence folder. S. Scott's picture is on the Anti-Bullying Ambassadors display so pupils can see who we all are.
2. Anti-bullying priorities and actions are outlined in the School Development or Improvement Plan or a separate detailed action plan	Yes	A rapid improvement plan was written early on in the academic year of 2018, the improvement plans' actions were achieved within the targeted deadline agreed in the action plan. This was written to attain the bronze award and reduces the number of incidents of bullying within the school. A copy of the improvement plan has been attached in the shared folder. Anti-Bullying actions are also recorded in the schools SEF.
3. Staff, pupils and parents know who the lead person is and are able to consult the individual with regard to anti-bullying policy and strategies.	yes	The school website has the Anti-Bullying policy which has clear indications who to contact if a child experiences bullying ('a member of staff'), A text message has also been sent at the start of the year to inform all parents who they can contact if they are worried about bullying Pupils know which staff member is responsible for Anti-Bullying in the school and Anti-Bullying Ambassadors are promoted on dedicated anti-bulling notice boards
4. There is evidence of a consistent whole school approach to recording and monitoring bullying incidents and their outcomes	yes	When incidents of bullying are reported a member of staff will be allocated the incident to investigate and resolve either with restorative approaches or punitive approaches. All incidents are then recorded on the schools CPOMS data base which is monitored regularly and fed to governors by S. Scott.

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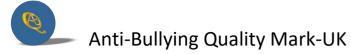|	
1.	**All of the Standards in this Criteria Area Have Been Met** Sara has worked hard to engage the school community in the work to strengthen anti-bullying policy and practice. This has extended to sharing responsibility with the Anti-Bullying Ambassadors and details in the Raising Improvement Plan indicate that some of Sara's colleagues also share this responsibility. For example, the Pastoral Team and SLT will inform colleagues of emerging issues of conflict or bullying behaviour via email or (where appropriate, such as alerting canteen staff) face-to-face. There is evidence that her role is promoted to the school community through assemblies, staff briefings and texts to parents. This compliments the school reporting and monitoring system, which uses both blue forms and CPOMS **Recommendations:** • Establishing a Steering Group will further distribute responsibility for anti-bullying across the school and save Sara the challenge of liaising with different groups in the community. There is clearly buy-in from the Ambassadors and the staff members whom the Evaluator met, but it's worth exploring who else could share this interest – in particular, PSHE and ICT Coordinators could be engaged

Criteria 2. Whole School Policy *The Anti-Bullying Policy needs to be evaluated with reference to the checklist listed on the next page (P4)*		In Place	Evidence
1	It has been developed in consultation with children and young people – (class charters could be included in the policy appendices), staff members and parents/carers (e.g. records of meetings where this consultation has taken place – see 'Whole School Strategic Development' criteria)	yes	The Anti-Bullying Ambassadors took part in The Diana award training last year, After the training the pupils who attended took part in writing a pupil friendly Anti-Bullying charter which highlights both the views of the student and staff towards bullying, The parent partnership group reviewed the Anti-Bullying policy last year ensuring that all the criteria below is met in the policy and within the work that school does. Student Voice carried out to ensure that all pupils fell safe and bullying can be prevented. Regularly seek parental views on bullying at parents evening via parental evaluation forms.
2	There is clear signposting for the school community about how to obtain a copy of the Anti-Bullying policy.	yes	Staff are made aware at the start of the year during INSET where they can find the Anti-Bullying policy, it is also easily accessible on the schools website so parents/careers can access the policy at any times
3	Members of staff including non-teaching staff are informed about the contents of the Anti-Bullying Policy on an annual basis		Staff including non-teaching staff are given guidance and a "micro script" about how to deal with bullying, and a referral flow chart. They are also informed where all policies can be found and how to find the policy on the schools website

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All of the Standards in this Criteria Area Have Been Met

The Anti-Bullying Policy is embedded in the colleges' values and its focus on mediation and restoration was accepted by the students and parents whom the Evaluator met. The latter group praised the policy for its clarity; it provides clear guidance regarding who should be contacted regarding concerns. Staff members felt that the flow chart and script helped them to respond effectively to reports of the bullying behaviour. These resources meet one of the Silver standards in this Criteria Area. Similarly, the Anti-Bullying Charter meets a Silver standard; it demonstrates the degree to which the Ambassadors are assuming responsibility for the strategic development of anti-bullying.
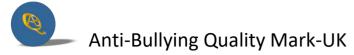
Recommendations:

- The Flow Chart could be added to the policy as an appendix and also shared with parents, attached to a family version of the policy (the Ambassadors could be instrumental in developing this, adapting the Charter accordingly)
- Details of how students who are vulnerable to bullying are supported (such as advice from the SENCO) should added to the next version of the policy

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	Anti-Bullying Policy Checklist			
	Bronze Elements of the Policy			
	Criteria key **NM** = not met, **PM**-=partially met, **M**= met	**Met**	**Partially Met**	**Not Met**
Level B	A definition of bullying that has been **agreed with children and young people.**	Y		
B	Reference to all forms of bullying including: • racist bullying. • homophobic or gender variant bullying. • bullying of children who may be vulnerable to experiencing bullying behaviours *(for example children with SEND, SLCN, EAL)* • cyber-bullying.	Y Y Y Y	Each of these have their own paragraph	
B	The policy must include a section that clearly outlines **preventative** work in the school. For example: tutor activities, embedded Anti-Bullying work within the curriculum, assemblies.	Y charter		
	Identification of **specific groups who may be vulnerable** to bullying within the school.	Y		
B	The policy must include **information for children and young people** so that they know who they can talk to about bullying.	Pages 3 & 8 Y charter		
B	There is a **clear process for parents about who to contact** should they believe their child is being bullied.	Y text message		
B	The policy must include **advice to members of staff** on how to deal with bullying once it has happened and on how to follow up incidents over a sustained period of time to ensure that bullying has stopped.	Y		

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B	**Advice on how to make sure the person who has been bullied feels safe again** and continues to have on-going support.	Y		
B	**Reference to the Acceptable Internet Usage Policy *or E-Safety Policy*** for staff and pupils should be made, with clear *details of* measures to tackle cyber-bullying. This should include reference to use of mobile phones in school, with clear details of measures to tackle mobile phone messages and text misuse.	Y		
B	Staff know and understand the Anti-Bullying policy and are competent and confident in implementing it	Y Parent views Student voice HMI visit Assemblies PDSHCE days		
	Review date	May 2020		

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Criteria 3. Whole School Strategic Development	In Place	Evidence
1. An Anti-Bullying Strategy or Steering Group that meets at least three times a year	YES	Regular meetings take place with the Anti-Bullying ambassadors and the assistant head teacher, minutes are taken and actions agreed. These meetings have taken place eve since the Diana training 12th December 2018
2. The Steering Group has undertaken an evaluation of the quality of the school's current anti-bullying provision and has developed an Anti-Bullying Action Plan that aims to attain the Quality Mark, with allocation of responsibilities between group members for specific actions in the plan	yes	This completed document (which needs to be emailed to enquiries@abqm-Uk.com) This will be covered by the rapid improvement plan which was created in order for the quality mark to be obtained. This has previously been uploaded to the shared area.
3. The group consults pupils/students regarding their experiences of bullying	Yes	Pupils who have experienced bullying have buddies who they can go and talk to/ who check up on the students to ensure that everything is alright. The pastoral staff, HOY and AHT will also monitor and keep in touch with the victims of bullying to ensure that everything is ok and nothing more has happened and they feel safe.
4. Contributions to the revision of the school's Anti-Bullying Policy are made by all staff groups, parents and pupil forums.	Yes	Anti-Bullying Ambassadors created an Anti- Bullying charter, the chair of governors has reviewed the Anti-Bullying Policy and the Parent partnership group have reviewed and had an input into the policy.
6. Different members of the steering group report on their anti-bullying work, which contributes to the evaluation of progress towards achieving the Quality Mark by	Yes	½ termly governor reports are produced and directly reported to the Anti-Bullying Ambassadors and shared with the staff during briefings.

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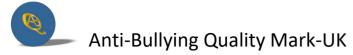**All of the Standards in this Criteria Area Have Been Met**

It is clear that there is a strategic approach to anti-bullying, as evidenced by the RIP and records of the Ambassadors' meetings. The planning and delivery of form time activities and assemblies, as well as the organization of the 'Kindness Letters' initiative and the planning of the fund-raising run meet a Sliver standard in this Criteria Area. The positive and prompt response to Ambassadors' ideas has encouraged them to assume even more responsibility, but the discussion of the RIP in their meetings ensures that their work is aligned with other priorities and that there is sufficient capacity to achieve the college's priorities.

Recommendations:

- See advice regarding the establishment of a Steering Group in the 'Leadership' section
- Consider how parents can be involved more in the strategic development of anti-bullying. They should be invited to join the Steering Group; at the very least, share developments with the Parent Partnership Group, with reference to the RIP
- Undertake consultations with parents and students to inform next steps
- Provide information regarding other forms of anti-bullying provision on the Anti-Bullying page of the college website, in addition to the details about the Ambassadors

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Criteria 4. Governance		In Place	Evidence
1.	There is a named governor who supports the identified Senior Leader in the review and ratification of the school's Anti-Bullying Policy	yes	The Chair of governors Sue Astley is the named governor who supports Sara Scott Assistant Head Teacher responsible for Anti-Bullying.
2.	The governors know their legal duties with regard to bullying, including equalities legislation	Yes	The chair of governors has been on governor training and is aware of the equalities legislation.
3.	The Governing Body receives regular updates from the identified Senior Leader and/or the Headteacher's Report regarding the school's anti-bullying work (including work towards achieving the Quality Mark	yes	Submitted in ==governors half termly report== A meeting was held between Myself and the governor to discuss progress in securing the award and also updates have been submitted in ==governors half termly report==
4.	The school's Complaints Policy/Procedure has been recently reviewed by the Governing Body and revised *(if necessary)*	Yes	A meeting was held between myself and the governor to discuss progress in securing the award and also updates have been submitted in governors half termly report
5.	The staff, pupils and parents know who the governor is and are able to consult him/her about anti-bullying policy and practice *(for example: the Governor's name could be included in Anti-Bullying features in newsletters or in an Anti-Bullying page on the school website)l*	yes	There is evidence on the schools website about Anti-Bullying and notice boards have been created in school to promote the work against bullying in the school. ==There is evidence on the website who is governor linked to Anti-Bullying (Sue's relevant responsibility is referred to as: Behaviour, Safeguarding and Attendance)==

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All of the Standards in this Criteria Area Have Been Met

Sue described how governors are informed about bullying incidents on a termly basis through the Headteacher's report; it is notable that this part of the report features the college's definition of bullying to ensure that governors understand the nature of the incidents. She indicated that governors will raise questions and challenge details, which suggests that they regard anti-bullying as integral to school improvement and it reflects their commitment to this improvement. They are also informed about the college's anti-bullying work through her visit reports and the feedback she provides at committee meetings. There are plans for Sue to attend Ambassadors' meetings to support their work. She feels that the fact that Behaviour is an item on the agenda of the Finance Committee demonstrates that they appreciate its impact on all aspects of school life. Overall, Sue felt that the governors are comfortable with the work that the school applies in this area and are satisfied that individual students receive appropriate support to change their behaviours and strengthen relationships with other members of the school community.

Recommendations:
- Sue's role could be promoted on in the Governor roles information, or on an Anti-Bullying page on the website.

Criteria 5. Staff Involvement		In Place	Evidence
1.	An audit of staff anti-bullying CPD needs	yes	Staff have received training about ways to deal with bullying and how bullying can be prevented in briefings and INSET day. Regular ~~Safeguardiung~~Safeguarding training on key aspects of bullying
2.	As a result of the audit, plans for CPD are evidenced in the School Development Plan or ABQM-UK Action Plan	yes	Anti-Bullying Ambassadors have spoken to the SLT and whole staff about how they have developed a schedule to prevent bullying Assemblies are carried out throughout the year which focus on the uniqueness of us all and share the message of Anti-Bullying.
3.	All staff have received training in how to implement the Anti-Bullying Policy in the academic year – this includes teachers, teaching assistants and all other staff in contact with pupils	yes	All staff are given a refresher about how to deal with bulling on the INSET days at the beginning of the year and they are also given micro scripts about how to deal with bullying and the steps they need to take when dealing with bullying
4	There is co-ordinated anti-bullying work among and between staff *(for example: staff members working together to develop Anti-Bullying Week activities or to resolve bullying incidents or relationship difficulties between pupils)*	Yes	Myself and the teacher responsible for PSHCE discuss what we include in PSHCE days and also during for time activities.
Final Evaluation			
1.	**All of the Standards in this Criteria Area Have Been Met** The staff members whom the Evaluator met expressed confidence in their ability to respond effectively to incidents of bullying behaviour. Andrea described how she would listen to students without prejudice and report the outcomes to the Pastoral Team, with the knowledge that they will mediate or take other steps to resolve the issue. Both staff members thought the college's response focuses on educating the students involved and that this also applies to cyber-bullying. They described how anti-bullying is included in staff members' Safeguarding CPD and that this is reinforced by regular briefings. Pastoral Leaders and Heads of Year support each other when responding to incidents of bullying behaviour. In addition, less experienced staff members are encouraged to work with senior staff so that they learn more about the college's approach to resolving issues. As Andrea stated: 'Pastoral Care is everyone's responsibility'. Moreover, as some students noted, the staff draw on the college's values to respond appropriately to incidents and felt that many of them go out of their way to help them. **Recommendations:** • Staff members will need to be consulted regarding their CPD needs with regard to anti-bullying • Ambassadors could lead a CPD session to inform staff members about their prevention initiatives, such as the Kindness Jar • The Evaluator would need to meet a broader range of teaching and non-teaching staff members when undertaking the Silver Award visit		

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	Criteria 6. Curriculum	In Place	Evidence
1.	PSHCE Programmes of Study include specific anti-bullying schemes of work for each year group which encourage pupils to refuse to accept bullying behaviours and teach the skills to deal with it, if it happens	yes	During the PSHE days there has been a clear focus on bullying V's banter, how to use social media and work on gangs, LBGT work, and Ssexting, ., Ddiscrimination and , mental health.
2.	Each scheme of work provides opportunities for pupils to learn about developing positive peer relationships (including the development of assertiveness and other social skills) and repairing damaged ones	yes	Anti-Bullying Ambassadors have created a schedule of activities that focus on different aspects of the school values to highlight Anti-Bullying work throughout the year during form time – this schedule is included in the evidence file – Friendship Assembly Slides, Friendship Game resources PSHE Day – focus on Toxic Relationships
3.	Assemblies and tutor or registration periods (secondary) ensure that the focus on anti-bullying is maintained throughout the school year	yes	Anti-Bullying Ambassadors have created a schedule of activities that focus on different aspects of the school values to highlight Anti-Bullying work throughout the year during form time – they have also created anti-bulling jars which have kindness tasks a biblical quotes which highlight messages from the bible to prevent Anti-Bullying. There termly form time focus activities that form tutors and forms discuss which include cyber bullying, bullying or banter etc
4.	Pupils/students can recall essential aspects of their learning regarding bullying, relationships and social skills *(this could be part of a review of the PSHE curriculum)*	yes	Anti-Bullying Ambassadors in place and work to do in forms highlights the schools zero tolerance to bullying. Collective Worship also highlights the schools values which of family, Community and respect.

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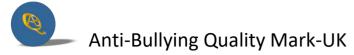
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	Final Evaluation
1.	**All of the Standards in this Criteria Area Have Been Met** There is a range of opportunities for students to learn about relationships and bullying; these include PSHE sessions that focus on homophobic language, gang culture, peer pressure and discrimination, which meet Silver standards in this area. Moreover, the Ambassador led assemblies and form time activities also meet a Silver standard, as does the link with Languages through the CLEG initiative. The students whom the Evaluator met were able to recall a number of aspects of this learning, such as being more accepting of others' beliefs, the value of resilience, the influence of an individual's desire for acceptance for popularity on their bullying behaviour.

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Criteria 7. Active Pupil Involvement	In Place	Evidence
Assessors will be looking for areas where pupils are aware of the school's approach to anti-bullying and are involved in developing policy and practice in the school, as well as having a practical proactive role.		
1. There is a peer support scheme (for example, Playground Buddies, Peer Mediators or Anti-Bullying Ambassadors) established within the school and is mentioned in the school Anti-Bullying Policy	yes	Anti-Bullying Ambassadors have been appointed and are visible in school and are identified on the notice board and on social media, the Anti-Bullying Ambassadors have created a schedule of activities throughout the year which promotes Anti-Bullying.
2. The peer supporters have received training to fulfil their roles	Yes	Anti-Bullying Ambassadors were trained by the Diana Award trainers during an event which was hosted at All Saints Catholic College.
3. A member of SLT has regular oversight of the peer support scheme, for example through regular meetings with those involved	Yes	The Assistant Head teacher has regular meetings with the Anti-Bullying Ambassadors and will often speak to the Ambassadors individually to check how things are going on a day to day basis.
5. Pupils have learnt how to use the Peer Support scheme (through displays, visits to classrooms and/or assemblies)	Yes	The Anti-Bullying Ambassadors have conducted assemblies and have created jars for form groups to use, these jars have the Anti-Bullying ambassador's names on them and their pictures are on display boards around the school, also the school website has a video which includes the pupils from the Anti-Bullying Ambassadors.
7. Parents have been informed about the Peer Support scheme (for example, at open evenings, assemblies, school newsletter and through the school brochure)	Yes	The school's Facebook and twitter page has frequently promoted the Anti-Bullying Ambassadors, the Anti-Bullying ambassadors help out at school events including open evenings, year 6 transition evenings and have conducted assemblies. The Ambassadors are also promoted in the Anti-Bullying page of the school website

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All of the Standards in this Criteria Area Have Been Met

The Ambassadors whom the Evaluator met were able to describe their role, which, as noted above, is developing a strategic aspect, as well as the reactive work that they undertake. They feel that they can recognize signs that suggest students need their help and will approach them, as well as encourage the students to approach them. They feel that they can adapt this approach according to the needs of the student, citing how they adjust the tone of their voices for different peers. Sometimes they endeavour to mediate between peers, drawing on training that they have received, or they will refer matters to staff members. Their role is promoted in a number of ways and consequently, students and parents could describe their work, with the former believing that they could be trusted and the latter feeling that the opportunity to talk with peers will help students who don't feel that they can talk to staff members or parents.

Recommendations:

- Involve Year Councils in student strategic development of anti-bullying
- Continue to build the Ambassadors' role in developing learning opportunities in areas, such as vulnerabilities and diversity

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Criteria 8. Parental Involvement		In Place	Evidence
1.	Parents are represented on the school's Anti-Bullying Strategic or Steering Group	Yes	The parents in partnership group have feedback about the Anti-Bullying policy and have inputted any changes they felt were needed to be made.
2.	There is clear sign-posting for parents to access the school Anti-Bullying policy (for example, at parent events, through the school web site or brochure).	Yes	There is a section on the school website for Anti-Bullying which informs parents of the Anti-Bullying policy and parents are informed about the policy on transition evenings from year 6 into year 7.
3.	Parents receive guidance for reporting or seeking support for bullying, with relevant staff names and ways of contacting them, should problems occur	yes	A text message has been sent to all parents in all year groups informing them of the new email system that reports bullying directly to myself and parents are informed of who to contact should any problems occur.
4.	Parents are reminded, at least annually, of these methods of reporting bullying (for example, at parent events, through the school web site or brochure).	Yes	Parents are reminded how to report bullying during parents evening and the school evaluation form asks them about their opinion on bullying
Final Evaluation			
	All of the Standards in this Criteria Area Have Been Met The parents whom the Evaluator met felt that they can approach the school with concerns, either via phone or email, and that they receive a quick response. They could describe how the school responds to reports of bullying behaviour, though there was some confusion regarding specific details. They felt that their children knew how to report concerns and they welcomed the opportunity for their children to talk with Ambassadors. They also welcomed the frequent communications and reminders from the school about how to report incidents, as well as the 'Help You Help Your Child' sessions which addressed online safety at home. As one of the parents stated, they felt they and staff were 'Working together to improve the school'. **Recommendations:** - Revisit the school's procedure for responding to incidents of bullying behaviour with parents, with reference to the Flow Chart that has been designed for staff members; this could also be one of the foci of a survey with parents regarding the further development of the college's ant-bullying work - Invite parents to join an Anti-Bullying Steering Group or develop a team of Parent Ambassadors (they could by the parents of the student Ambassadors) who could contribute to the college's strategic work - The Evaluator would need to meet a broader range of parents when undertaking the Silver Award visit		

Criteria 9. Regard for Vulnerable Groups	In Place	Evidence
Assessors will be looking for an awareness in the school about groups or individuals who may be especially vulnerable to bullying within the school.		
1. The Anti-bullying Policy identifies the groups of children and young people who may be vulnerable to bullying behaviours	Yes	Each group of vulnerable pupils have each been clearly identified in the Anti-Bullying policy.
2. Staff know how to support children and young people in the school's vulnerable groups with regard to their approaches to learning and social needs *(such as, how to engage with pupils experiencing attachment issues or with pupils on the autistic spectrum)*	Yes	Staff have been trained by the SENCO and have regular training on how to engage with pupils with SEND.
3. Communication systems have been established to ensure that emerging information regarding learners who are vulnerable to bullying is shared among adults efficiently and effectively	Yes	All information that we have on vulnerable pupils is shared with the relevant staff, we also use the CPOMS system to record incidents of bullying and safeguarding concerns.
4. Vulnerable learners know what bullying is and how they can be supported in stopping it	Yes	All pupils are made aware of bullying, what it is how we monitor it, and consequences of bullying. We deliver assemblies throughout the year with these messages and half-termly we have weekly messages that focus on Anti-Bullying along with the weekly items.
Final Evaluation		
1.	**All of the Standards in this Criteria Area Have Been Met** In addition to CPOMS information, staff are also briefed regarding the outcomes of Pastoral Meetings regarding vulnerable students via email or risk assessments; consequently, they know if concerns regarding bullying have emerged and receive advice regarding the implications for classroom learning. Support for students who experience bullying behaviour include: mediation, mentoring, counselling and, where appropriate, support from external agencies. The 2018 OFSTED report noted the buddy system for students who speak English as an additional language and the 'exceptional' support for LGBT+ students. The students whom the Evaluator met knew who they could report concerns to and described how they were encouraged to be part of the solution to relationships problems in order to agree the terms of the relationship in the future. One of them said that 'The school is proud of how we deal with bullying – it is common for us to talk about it'. Consequently, they feel that there isn't so much aggressive behaviour because they accept each other: 'We are a self-aware school and are sensitive regarding what to say and what not to say'. They felt that the Pastoral Team helps them to get to the source of issues and help those who demonstrate bullying behaviour to learn about the implications of what they do and say in order to ensure that it stops. **Recommendation:** • The Evaluator would need to meet with students from a broader range of year groups during the Silver Award visit.		

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Criteria 10. Online Safety		In Place	Evidence
Assessors will be looking for good leadership in this area with a knowledge of how technology can be used for bullying and robust anti-bullying policy and practice in place to prevent it.			
1.	The Anti-Bullying Policy provides clear details of the school's response to cyber-bullying *(this includes reference to use of mobile phones in school, with clear details of measures to tackle mobile phone messages and text misuse)* and refers to the Acceptable Internet Usage Policy or Online Safety Policy for staff and pupils,	Yes	There is a clear section in the policy about cyber-bullying
2.	The Acceptable Users Policy (AUP) or Online Safety Policy also outlines the school's response to cyber bullying	yes	There is a clear section in the policy about cyber-bullying
3.	Online safety schemes of work for each year group teach pupils about safe and respectful online behaviour and the different contexts in which cyber-bullying takes place	yes	During ICT lessons Year 8 pupils experience a full unit where they produce a cyber-bullying animation looking at ways to prevent cyber-bullying*. Year 9 & 10 also completing a coursework unit which is also about creating digital comic strips to stamp out cyber bullying. (* This is labelled as a Year 7 unit; the Year 8 animation unit focuses on the dangers of social media) During the weekly messages Cyberbullying has been covered. Also this year we have Tameside police officers working within the school and they have spoken to pupils about the consequences of cyber bullying.
4.	Staff training maintains awareness about the potential abuse of cyber technology and what can be done to protect children and young people.	Yes	As deputy safeguarding lead I attend training which keeps us up to date about potential abuse. I also have been trained on county lines

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5.	Assemblies and tutor/registration periods *(secondary)* and other learning opportunities *(such as visiting drama performances)* ensure that the focus on anti-bullying and online safety is maintained throughout the school year	Yes	We deliver assemblies throughout the year with these messages and half-termly we have weekly messages that focus on Anti-Bullying along with the weekly items. Form rooms have Anti-Bullying jars which have tasks for the form groups to do which all focus on Anti-Bullying activities or discussing quotes from the bible or Saints which spread the word of Anti-Bullying.

Final Evaluation

1.	**All of the Standards in this Criteria Area Have Been Met** The students whom the Evaluator met felt that the college's response to cyber-bullying is similar to the responses to other forms of bullying behaviour, but that the harsher punishments reflect its implications for all involved; they noted that it isn't overlooked when it happens offsite. They could recall a number of details from their learning about online safety. Parents welcomed the 'Help You Help Your Child' sessions which gave advice regarding safe settings and supervision of online activity. They were also able to recall advice regarding taking screenshots of bullying messages and checking website addresses before allowing their children to access them. Similar to comments in the previous Criteria Area, the parents indicated that the school regards incidents as opportunities for learning, referring to how an online safety issue was followed by assemblies for all students to learn about the implications of peers' actions. **Recommendations:** • Establish a group of Digital Leaders who can support peers with online safety issues, including how to respond to attempts at cyber-bullying