



#IStandByYou

A MESSAGE TO OUR BSQ FAMILIES:

At BSQ our values remind us every day that we are committed to taking care of our community and ensuring that all of our students can live and learn free from anxiety. Whilst BSQ is a safe space where to live and learn, there are always challenges inherent in the process of growing up, engaging with the wider world and knowing how to respond to the tests and hurdles that might get in the way.



PEER INTERACTIONS

Positive peer relationships make critical contributions to healthy social-emotional development in children. However, successfully navigating the social world of peers can be challenging. Children and teenagers can also experience occasional social stressors and peer conflicts.

Peer relationships provide a unique context in which children learn a range of critical social-emotional skills, such as empathy, cooperation, and problem-solving strategies.



Social skills include what to say to others, how to make and keep friends, how to work well with others, how to make good choices and how to act in different social situations. How children and teenagers function socially can impact their academic performance, behaviour, interpersonal relationships and participation in extracurricular activities. High-quality peer relationships involve not only companionship, but also caring, validation, and support.

PEER CONFLICT

Peer conflict is not necessarily a bad thing; disagreement and conflict are a natural part of life, and children and adolescents need to develop skills to resolve disagreements. However, peer conflict can cause significant emotional and physical harm and can lead to aggressive behaviours when children and adolescents lack the social skills necessary to cope with their frustrations. Therefore, it is important for parents and educators to be able to identify peer conflict and aggressive behaviours and to promote positive peer conflict resolution techniques for children and adolescents.



HEALTHY RELATIONSHIPS

As humans, the relationships we form with other people are vital to our mental and emotional wellbeing. Humans have an inherent desire to be close to other people, to connect and build relationships.

HOW TO CREATE A POSITIVE RELATIONSHIP?

- Build trust
- Develop mutual respect
- Be mindful
- Welcome diversity
- Schedule time for relationship building
- Be positive
- Appreciate others
- Practice active listening
- Be kind

BULLYING

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups or in the workplace. It is defined as repeated behaviour that is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name-calling
- cyberbullying



CYBERBULLYING

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:

- Spreading lies about or posting embarrassing photos of someone on social media
- Sending hurtful messages or threats via messaging platforms
- Impersonating someone and sending mean messages to others on their behalf.

- Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

Being bullied online can have a devastating impact on anyone experiencing it and it can be really hard to get it to stop.

PEER ON PEER ABUSE

Peer-on-peer abuse is the 'physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships, including their intimate relationships, friendships and wider peer associations.

Some examples of this could be;

- Being blackmailed to engage in unwanted activities.
- Having sexual images taken of them without their consent
- Being excluded from social groups because of personal differences.
- Having rumours and 'gossip' spread about them and other students

Inequalities and discrimination provide fertile breeding grounds for peer-on-peer abuse. This is consistent with research studies which suggest that a school/family culture that is underpinned by values based on equity, diversity and inclusion, and is open and supportive, can foster a caring environment and improve healthy relationships. This is why so important open communication. It is necessary to have a climate of trust so children look for help from the adults around them. it needs active listening.



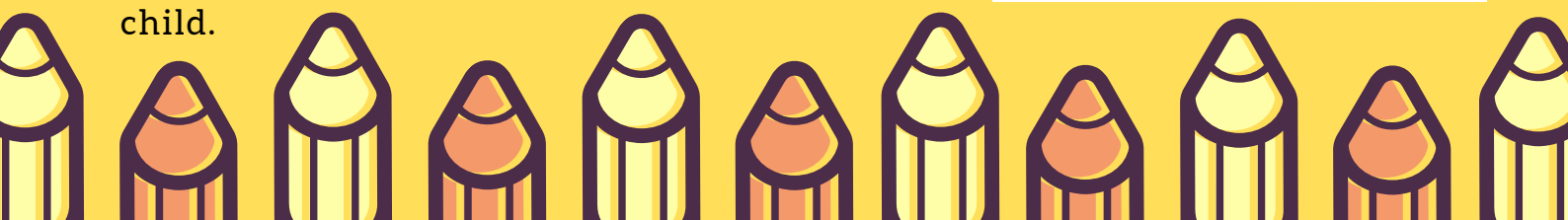
ACTIVE LISTENING

Active listening is the process by which an individual secures information from another individual or group.

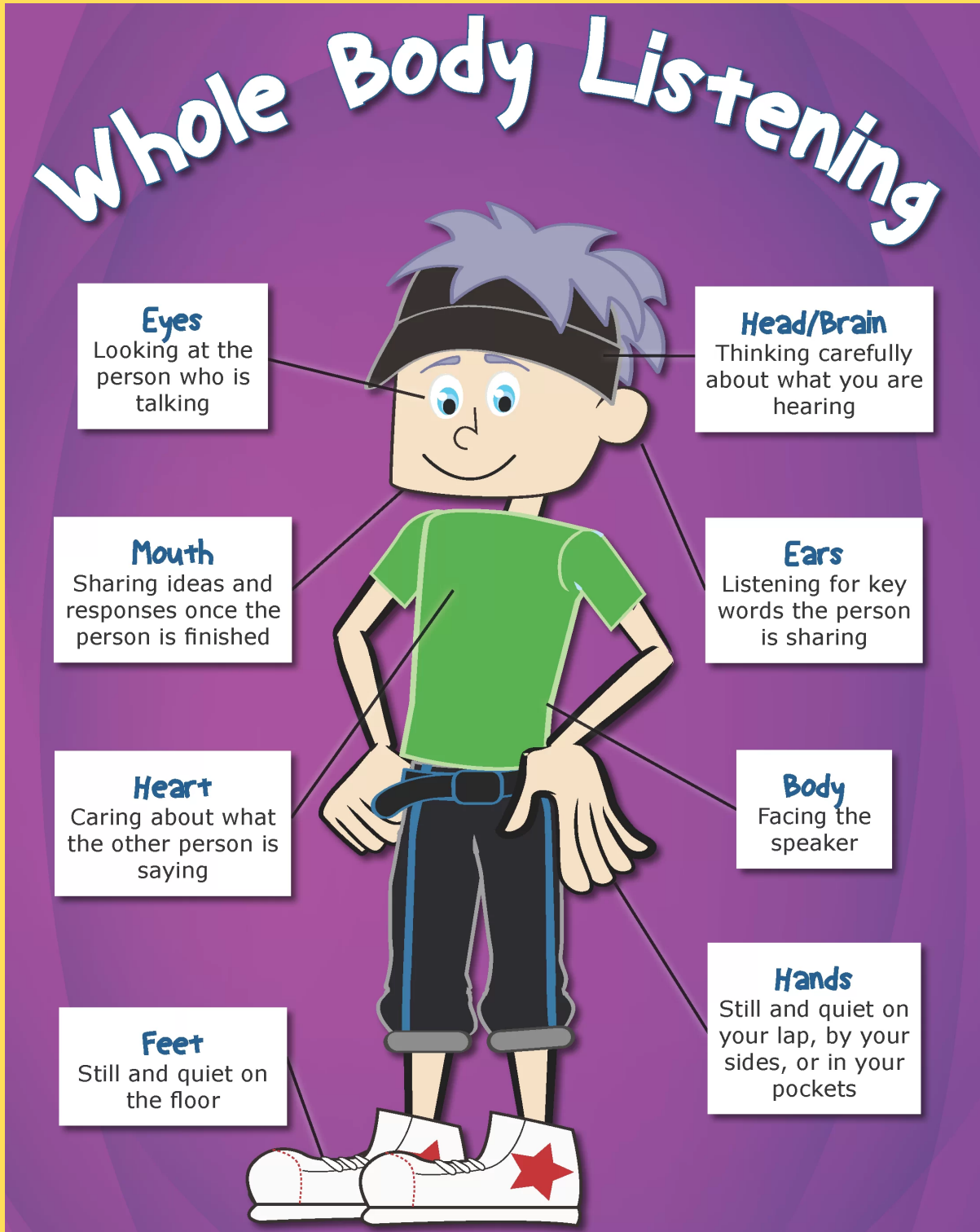
It involves paying attention to the conversation, not interrupting, and taking the time to understand what the speaker is discussing.

STRATEGIES FOR LISTENING ACTIVELY

- Give your full attention to your child
- Make eye contact and stop other things you are doing
- Get down on your child's level
- Reflect and repeat back what your child is saying and what your child may be feeling to make sure you understand.
- It can be tempting to brush off our children's problems, especially if we have had a bad day or if we are busy. But our children need to know that we are going to listen to them. This will make it more likely our children will talk with us about their hopes and problems when they are older.
- Reflection is one way for you to show you are actively listening to your child. You can do this by repeating back what your child has said or by labelling and summing up how you think your child feels.
- Words aren't needed all the time. You can let your child know you are paying attention to how your child feels by what you do even if you don't say anything. You can just sit with your child while your child is upset or stay physically close and hold or comfort your child.



BE SAFE, STAY SAFE



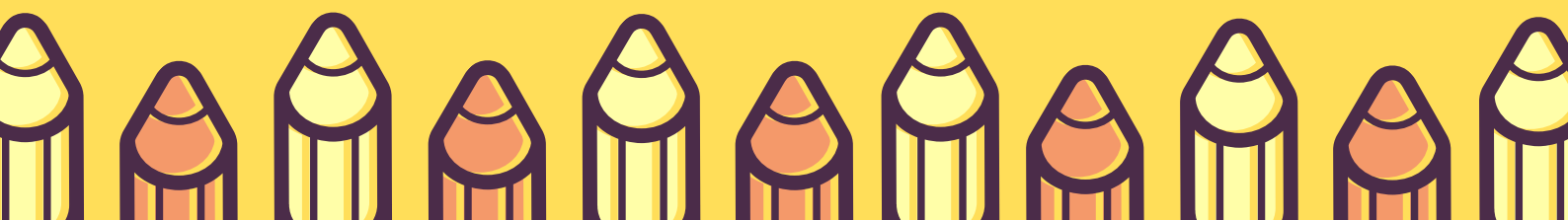
HELP THEM FEEL SAFE AND CARED FOR ONLINE

The internet is a great place to explore, learn and have lots of fun, however, it can be dangerous if it is not used responsibly. Therefore, it is very important to have parental controls. They are not just about locking and blocking, they are a tool to help you set appropriate boundaries as your child grows and develops. They are not the answer to your child's online safety, but they are a good start and are not as difficult to install as you might think. Service providers are working hard to make them simple, effective and user friendly. Talk to your service provider and learn how to set your controls. Another point is to make sure your child knows never to meet up with someone they only know online. People might not always be who they say they are. Make sure your child understands that they should never meet up with anyone without taking a trusted adult with them.

Teach your children what private information is and the importance of not sharing that with anyone. If you don't know, it is considered as private information:

- your full name
- any type of photograph (even of your pet!)
- your current location (some phones have automatic GPS apps built in that may need to be turned off)
- home or school address or the address of any of your family or friends
- phone numbers
- passwords
- names of family members
- credit card numbers

Teach your children how to react when they feel uncomfortable. Teach them to break the silence and talk with a trusted adult. Have a conversation with them about what is acceptable and what is unacceptable. These conversations will help them to make good decisions if they face a challenging situation.



ABOUT SEXTING AND SCAMS

This is another topic which is useful to have a conversation about.

Sexting is sending and receiving sexual messages through technology such as a phone, app, email or webcam. For some people, sexting is a way to explore sexuality, trust, boundaries and intimacy. However, in some cases, sexting is used to bully, blackmail and exploit.

Sexts can involve words, photos or videos such as:

- a message or post written with sexual language
- nude or semi-nude photos/videos
- photos/videos of sexual acts
- live chats with someone on webcam involving sexual acts
- screen-captured photos/videos recorded from webcam

It is very important to stress the fact that once you click send, there's no way to get your pictures and messages back. Try to have a conversation about this, not a lecture or a threat otherwise, you are giving your children the possibility of going to you to ask for help.

On another topic, surfing the Internet means possible exposure to online scams, something your children might not have any concept of. If you're allowing them to go online, it's imperative that you discuss online scams. Such scams come in a variety of guises, including those that specifically target children. Teach them to identify:

- Foreign offers
- Emotional manipulation
- Talent searches
- Scholarship scams

When it comes to recognizing scams, keep communication open and clear with your children. Stress that they should always come to you about any suspicious messages or pop-ups they receive, and regularly discuss online scam signs if Internet usage is a big thing in your house. Scammers rely on children's innocence, so consider limiting Internet time in your home until you're certain your children are scam-savvy enough.

**THE FIRST STEP IN
PROTECTING YOUR
CHILDREN FROM
ONLINE SCAMS IS TO
EDUCATE YOURSELF ON
THE TYPES OF SCAMS
CURRENTLY FLOATING
AROUND THE INTERNET.**



HOW CAN I RAISE SELF-CONFIDENT CHILDREN?

Sometimes it's easy to notice when children seem to feel good about themselves — and when they don't. We often describe this idea of feeling good about ourselves as "self-esteem."

children who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do. Self-esteem helps children cope with mistakes. It helps children try again, even if they fail at first. As a result, self-esteem helps children do better at school, at home, and with friends.

children with low self-esteem feel unsure of themselves. If they think others won't accept them, they may not join in or they would do whatever it takes to fit in. They may let others treat them poorly. They may have a hard time standing up for themselves. They may give up easily, or not try at all. Children with low self-esteem find it hard to cope when they make a mistake, lose, or fail. As a result, they may not do as well as they could.

Self-esteem is a protection factor against all types of abuse because they will have the strength to fight against everything that makes them feel uncomfortable.

Here you will find some strategies you can use to help your children developed good self-esteem:

- Help your child learn to do things.
- Praise effort to your child
- Be a good role model.
- Ban harsh criticism.
- Focus on strengths.
- Let children help and give
- Let your child take healthy risks
- Let them help around the house
- Encourage them to pursue their interests.

If you think your child struggles with self-esteem, look for help with a specialist (psychologist, family therapist, counsellor).

Peer abuse in all its forms can be prevented if we as carers/parents take the challenge to educate for peace, respect and support others.



SOURCES

<https://kidshealth.org/>

<https://www.todaysparent.com/>

<https://us.norton.com/internetsecurity-online>

<https://www.plannedparenthood.org/>

<https://www.childnet.com/>

<https://www.nhs.uk/>

<https://www.farrer.co.uk/>

<https://www.cdc.gov/>

<https://www.stopbullying.gov/>

<https://www.unicef.org/>

<https://www.bullying.co.uk/>

<https://www.ncab.org.au/>

<https://www.relationships.org.au/>

<https://www.nm.org/>

<https://educacion.gob.ec/>

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.educare.co.uk/>

