

ST TERESA'S EFFINGHAM

DAY & BOARDING SCHOOL FOR GIRLS

ANTI-BULLYING POLICY AND PROCEDURES

Policy Area:	Welfare
Relevant Statutory Regulations:	Independent Schools Statutory Regulations 2019 - Part 3 NMS Part G, Promoting Positive Behaviour and Relationships Public Order Act 1986 Malicious Communications Act 1988 Children Act 1989 Protection from Harassment Act 1997 The Communications Act 2003 DfE guidance 'Preventing and Tackling Bullying (July 2017)' UK Council for Internet Safety (UKCIS) and DfE guidance 'Sharing nudes and semi-nudes: advice for education settings working with children (December 2020) Equality Act 2010 Education and Inspection Act 2006 Education Act 2011 Education (Independent School Standards) Regulations 2014 Keeping Children Safe in Education 2026 Human Rights Act 1998 Crime and Disorder Act 1998 DfE advice Cyberbullying: Advice for headteachers and school staff (2014) DfE: Behaviour and discipline in schools: Advice for headteachers and school staff (2024) Advice for parents and carers on cyberbullying (2014)
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Rachel Waterhouse, Assistant Head (Pastoral)
Designated Safeguarding Lead:	Claire Pitchford, Deputy Head

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Named Governor with lead responsibility:	Sally Hayes
Version:	2026.02
Date updated:	10 August 2026
Date of next review:	01 September 2027

This policy should be understood in the context of the Safeguarding and Child Protection Policy, ICT Acceptable Use Policy, Behaviour Policy and Codes of Conduct which are available on the school website.

This policy supports our school aim, 'To promote high standards of personal behaviour and the development of moral and spiritual values' as well as our school Value of 'Compassion' and the Gospel Values which are at the heart of St Teresa's and the Effingham Sixth Form.

There is a high expectation that the school and the wider community at St Teresa's and the Effingham Sixth Form "School" will fully support this policy; that all members of the school will behave in a way that will allow for the full development of all individuals personally, socially and academically; that all will show tolerance and respect towards individuals and a responsibility towards the community as a whole.

Research tells us that what children fear most is bullying and bullying behaviour takes place in all schools. This school does not tolerate bullying and it is everyone's responsibility to see that incidents of bullying are dealt with immediately. All staff should be aware of what to look for, and staff and pupils should be familiar with the procedures to follow when incidents of bullying occur.

Bullying is unacceptable in this school and will not be tolerated. It goes against the school's rules which can be found in the Rewards and Sanctions Policy. The school also recognises that it is important to be aware of bullying perpetrated outside school which spills over into the school, especially for our Boarders who may be unable to escape their bullies for long periods of time. The school will do what is reasonably practicable to eliminate any such bullying.

In particular it is noted that child-on-child abuse can be a form of bullying and, in line with the school's Safeguarding and Child Protection Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead (DSL).

The School recognises that child-on-child abuse can occur both inside and outside school, within boarding provision, during educational visits and online. Concerns may arise from incidents occurring on or off the school site and may continue to have a significant impact on a pupil's safety and wellbeing within school.

All staff should be aware that child-on-child abuse may not always be reported. The absence of reported incidents does not mean that abuse is not occurring. Staff must remain professionally curious, alert to indicators of harm and act on any concerns.

The School adopts a zero-tolerance approach to all forms of child-on-child abuse. Such

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behaviour will never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Such attitudes can create a culture where abuse is normalised and where children feel unable to report concerns.

Any concern that bullying behaviour may constitute child-on-child abuse or otherwise meet safeguarding thresholds must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (DDSL) without delay and managed in accordance with the School's Safeguarding and Child Protection Policy.

The School understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the School to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to the police include:

- violence or assault, theft, repeated harassment or intimidation and hate crimes.

Aims of the Policy

- To ensure that all pupils and staff are able to learn/work in an environment where they feel safe and secure.
- To demonstrate that the school takes bullying seriously and will not be tolerated.
- To take measures to prevent all forms of bullying in the school and on off-site activities.
- To support everyone in the actions to identify and protect those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.

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- To promote a culture in which pupils feel safe and confident to report concerns.
- To promote positive attitudes in pupil.

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Definition of Bullying

We understand bullying to be behaviour that intentionally hurts, harms, intimidates or humiliates another individual or group either physically, emotionally or psychologically. Bullying may be motivated by prejudice or discrimination and may relate to protected characteristics including race, religion or belief, disability, sex, sexual orientation and gender reassignment, as well as other vulnerabilities or perceived differences.

Bullying may be carried out by an individual or group and may occur face-to-face, online or through the use of technology. Bullying may occur inside school, outside school, within boarding provision or within the wider community.

Bullying will be classified as child-on-child abuse where both victim and perpetrator are under 18 years of age.

The School recognises that bullying may constitute child-on-child abuse and therefore become a safeguarding concern. Where bullying involves significant emotional harm, discrimination, coercion, intimidation, exploitation, sexual elements, image-sharing, online abuse, violence, threats of violence or a pattern of targeting another child, safeguarding procedures and referral to the Designated Safeguarding Lead will be considered.

In bullying, there is a conscious desire to frighten, hurt or threaten. Bullying is deliberately harmful behaviour which may be persistently repeated over a period of time; however, it may also be a one-off incident. It can take many forms including:

- Teasing or name calling
- Verbal intimidation
- Malicious gossip
- Racial, homophobic, religious, sexual orientation, cultural or sexual/sexist harassment, SEN/learning difficulties or disabilities, adopted or carer responsibilities
- Extortion
- Emotional abuse
- Ostracism – isolation of a pupil from a friendship or peer group
- Damaging or stealing the property of a victim
- Physical or sexual abuse
- Intimidation through violence or isolating them physically or online
- Inappropriate text messaging and emailing
- Sexual Harassment
- Making or sending offensive or degrading images or videos by phone or via the internet, or posting these on social networking sites e.g. snapchat, Instagram

Bullying can lead to serious and prolonged psychological damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm and the negative impact on parents and school staff can be significant. Stopping violence and ensuring

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immediate physical safety is the school's first priority but emotional bullying can be more damaging.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or by using a range of cyberbullying methods. This policy provides an overall framework for managing all types of bullying behaviour. Bullying on the basis of protected characteristics is taken particularly seriously.

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Cyberbullying

Cyber bullying is perpetrated via a technological medium e.g. the internet or mobile device. It can be an extension of “face to face” bullying, with technology providing the bully with another route to harass the target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience. It can take a number of different forms:

- Threats and intimidation
- Harassment
- Cyber stalking e.g. repeatedly sending unwanted texts, defamation
- Exclusion or peer rejection
- Impersonation
- Circulation of private information or images and manipulation
- Creation, sharing or distribution of manipulated or AI-generated content, including deepfakes, deep nudes, edited images and videos designed to humiliate, intimidate, abuse or exploit another child

Cyber bullying is deliberate and aggressive. Although it leaves no visible scars, cyber bullying is extremely destructive. What is more, bullies can reach a wider number within a peer group than they can with conventional bullying. Vindictive comments posted on the website, for instance, can be seen by a larger audience, as can video clips sent by mobile phones.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The DfE and UKCIS use the term 'making or sharing nudes and semi-nudes' to mean the consensual or non-consensual creation, sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18.

Images may be self-generated, created by another individual, digitally manipulated or generated through artificial intelligence. This includes AI-generated imagery such as deepfakes and deep nudes.

The School recognises that incidents involving consensual and non-consensual making or sharing of nudes and semi-nudes may constitute child-on-child abuse and safeguarding concerns for both the child who created the image and the child who received, possessed or distributed it. All such concerns will be assessed and managed by the Designated Safeguarding Lead in accordance with KCSIE 2026, UKCIS guidance and the School's Safeguarding and Child Protection Policy.

The school trains pupils, staff and parents in online safety as part of both safeguarding and antibullying arrangements and the importance of vigilance is stressed to staff and parents. The school actively manages hardware, software and connectivity and there is an Acceptable Use Policy which gives guidance on how technology should be used in the school setting.

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Signs of Bullying

We recognise that signs and effects of bullying may be:

- Anxiety about coming to school/truancy from lessons/unusual absences
- Changes in behaviour e.g. becoming shy and nervous, feigning illness
- Changes in eating habits
- Changes in interactions with peers or staff
- Loss of concentration or deteriorating school work
- Depression
- In the worst cases, attempted or completed suicide
- Unwillingness to discuss and share aspects of home life

Intention

Some bullying behaviour is not deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing', 'banter' or 'a game'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. 'It was only a joke' and 'it happened to me in the Year 8' are not regarded as acceptable justification for bullying-type behaviour. A pupil who does not respond appropriately to advice or sanctions, would ultimately put their place at the School in jeopardy.

Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence; for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Preventing Bullying

What the school does to prevent bullying:

- Acts quickly when incidents are reported
- Supports all those involved
- Has a clear Behaviour Policy and Code of Conduct to create an environment of good behaviour and respect
- Trains all pupils to act when they see situations that are a cause for concern
- Trains staff to raise awareness of bullying and cyber-bullying
- Staff are expected to act as role models and to avoid sarcasm, making derogatory or humiliating comments to pupils
- Older pupils and prefects are expected to act as role models
- Records and monitors incidents to look for trends about where and when

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bullying takes place

- Identifies higher-risk locations where bullying, harassment or child-on-child abuse may be more likely to occur, including toilet facilities, changing rooms, boarding accommodation and other less supervised areas of the site.
- Identifies higher-risk times during the school day, including arrival and departure times, breaktimes, lunchtimes, transition periods between lessons and periods immediately after school.
- Uses incident analysis, pupil voice, safeguarding information, CPOMS records and professional judgement to inform supervision arrangements and preventative safeguarding measures.
- Introduces enhanced supervision, physical safeguards or environmental changes where concerns are identified. This may include the monitoring of identified hotspots such as Baker Street toilets, securing changing rooms when not in use and increasing staff presence in vulnerable locations.
- Supervise areas of the school at critical times
- Remind pupils of their right and responsibility to tell
- Prefects, Buddies and Peer Mentors (Senior School) are allocated at times of transition e.g. all new pupils or where pupils are experiencing difficulties
- Encourages pupils to discuss their views on school life, our policies and procedures at the School Council
- Raise awareness of bullying e.g. during assemblies or by participating in 'Anti-bullying Week'
- Bullying issues are addressed across the curriculum; particularly in PSHE and RE lessons where differences between people are discussed
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Actively create "safe spaces" for vulnerable children and young people.
- Recognise that some children may be more vulnerable to bullying, discrimination, abuse or exploitation, including children with SEND, disabilities, mental health needs, social workers, looked-after children, previously looked-after children, young carers, children who are lesbian, gay or bisexual and children who are questioning their gender.
- Staff and pupils understand the importance of avoiding prejudice based language Challenge practice and language which does not uphold the values of tolerance, nondiscrimination and respect towards others.
- The Prep School has a weekly Celebration of Achievement assembly and a Golden Book in which pupils are recognised and rewarded for good behaviour and living out Gospel Values
- The Senior School uses the Rewards system to recognise positive and supportive behaviour by pupils.

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The School recognises that pupils with Special Educational Needs and Disabilities (SEND) may have differences in communication, social understanding, and emotional regulation which can affect how behaviour related to bullying is expressed or understood. In line with its safeguarding duties, the School will make reasonable adjustments to ensure responses to bullying are fair, proportionate, and individualised. While maintaining high expectations for behaviour and the safety of all pupils, the School will consider intent, understanding, and need when determining responses, and will prioritise education, support, and restoration alongside appropriate sanctions. Pupils with SEND who are vulnerable to bullying will be provided with appropriate support to report concerns and access help.

Reporting and Investigating Bullying

We want everyone to feel safe to report bullying incidents.

Bullying concerns may arise inside school, outside school, within boarding provision, during educational visits, through friendships and peer groups or online. Any concern suggesting bullying, child-on-child abuse or wider safeguarding concerns must be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead regardless of where the incident occurred.

Where staff are unsure whether behaviour meets safeguarding thresholds, they should always consult the Designated Safeguarding Lead. It is better to share a concern than assume another person will act.

A pupil who is encountering problems, either a bully or a victim, is encouraged to talk about any such problems with those who can help e.g. their Form/Class Teacher, Head of Year (Senior School), School Nurse or any other member of staff to whom the pupil feels comfortable talking.

They should be given honest advice on how to deal with their problem. Everyone can be sure of a supportive and sympathetic approach in line with the school's Values and ethos.

Wherever possible, intervention is arranged in such a way that bullies can be discovered by staff and then dealt with. Once they know what they are looking for, staff can discover it for themselves and hence accusations of 'snitching' are avoided.

In the Prep School:

- The person who first receives the report from a pupil should inform the Class Teacher as soon as possible. S/he will then speak to the pupil and inform the Head (Prep School). In serious cases, where the child is deemed to be at risk, then information should be passed to the Designated Safeguarding Lead (see Safeguarding and Child Protection Policy)

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- The Class Teacher or senior member of staff will gently question the pupil being bullied. Throughout the incident, the pupil being bullied must feel supported by staff and must feel that she was right to report the bullying.
- Teaching staff will be informed of any incident on a 'need to know' basis.
- The pupil or pupils allegedly doing the bullying will then be questioned individually by the appropriate member of staff.

In the Senior School:

- The person who first receives the report from a pupil should inform the Form Tutor as soon as possible, preferably via CPOMS. S/he will then speak to the pupil and inform their Head of Year. In serious cases, where the young person is deemed to be at risk, then information should be passed directly to the Designated Safeguarding Lead (see Safeguarding and Child Protection Policy).
- Teaching staff will be informed of any incident on a 'need to know' basis.
- The pupil or pupils allegedly doing the bullying will then be questioned individually by the appropriate member of staff.

Restorative approaches may be considered where appropriate, safe and in the best interests of the victim.

The pupil being bullied is able to find support from any member/s of staff with whom she has a good relationship.

Parents of all concerned will be contacted, given the facts and, if appropriate, invited to a meeting in school.

For boarders, additional support will be given by a member of the boarding team. This will focus on allowing the student to get away from their bullies, as it is not easy for them to escape their bullies for a long period of time if they are other boarders.

All bullying incidents, including incidents which may constitute child-on-child abuse, will be recorded on CPOMS and, in the Senior School, on the Bullying and Behaviour Log. Where safeguarding thresholds are met, concerns will also be managed in accordance with the School's Safeguarding and Child Protection Policy and overseen by the Designated Safeguarding Lead. Any incidents which are based on the protected characteristics will be highlighted so that issues around tolerance and respect can be swiftly dealt with. These will be discussed at pastoral meetings (Senior School) to enable patterns to be identified.

Sanctions may be given according to the Behaviour Policy (see Appendix B for Stages of Anti-Bullying Policy) and in serious incidents, or for persistent bullying, the sanction may be exclusion from school (please see the EST Exclusion Policy; Senior School Behaviour,

Rewards and Sanctions Policy).

The school also recognises that changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. As a Catholic school, we promote a loving community where all care for and respect one another and where there is a culture of forgiveness and reconciliation. Subsequently, we use restorative justice as appropriate.

Supporting Pupils

Children Potentially at Greater Risk of Harm

The School recognises that some children may be at greater risk of bullying, child-on-child abuse, exploitation or other safeguarding concerns.

These may include:

- children with SEND;
- disabled children;
- looked-after children;
- previously looked-after children;
- children with social workers;
- young carers;
- children experiencing mental health difficulties;
- children experiencing family difficulties;
- children who are lesbian, gay or bisexual;
- children who are questioning their gender;
- children experiencing prejudice-based bullying.

Staff will remain alert to additional vulnerabilities and ensure appropriate pastoral and safeguarding support is available.

Through the pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- To celebrate individualism.
- To hold and promote positive attitudes towards themselves and others.
- To share problems with staff, older pupils, parents.
- To turn to anyone they trust if they are struggling.
- Not to feel guilty about speaking out when they are unhappy.
- Never to stand by and watch someone else being bullied. It is everyone's responsibility to prevent this happening.

The Student Acceptable Use policy contains clear School rules about the use of the School computer network and includes advice on how to avoid cyberbullying.

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Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Supporting the individual with skills on how to and the need to help themselves, how to be positive, assertive, rapport, friendships and non-victim body language.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Young Person Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- (Senior) Following the procedures outlined in Appendix B .
- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions needed to assist them in modifying their behaviour.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Young Person Mental Health Services (CAMHS) as appropriate.

The School will actively consider equality and SEND needs by ensuring that disciplinary actions are tailored to individual pupils' abilities, taking into account any disabilities or special educational needs, and avoiding a one-size-fits-all approach that could unfairly disadvantage pupils with SEND; this means making reasonable adjustments to support their learning and behaviour management strategies, while still maintaining high expectations for all students. Some of these adaptations are outlined in our Behaviour Rewards and Sanctions Policy.

Children Questioning Their Gender

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The School recognises that children who are questioning their gender may be vulnerable to bullying, isolation, discrimination and wider safeguarding concerns.

Staff should respond sensitively, respectfully and in accordance with safeguarding responsibilities, KCSIE 2026, the Equality Act 2010 and the School's wider safeguarding procedures.

Any concerns regarding a child's safety, wellbeing or vulnerability should be discussed with the Designated Safeguarding Lead.

Monitoring and Review

The Head (Prep School) and the Assistant Head Pastoral (Senior School) will keep records of serious incidents. This is done via records of all incidents being shared with them via CPOMS as well as reports being given to them by the Head (Prep School) and the Assistant Head (Pastoral) who analyse trends from CPOMS termly and discuss them at Senior Leadership Team (SLT) level; incidents of bullying which are based on protected characteristics are distinguished on CPOMS and taken into account in the analysis. These records (and subsequent discussions) are to evaluate the effectiveness of the school's approach and to enable patterns to be identified with a view to continually improving the school's strategies. As part of this review, the School will analyse patterns relating to locations, times, protected characteristics, child-on-child abuse concerns and online incidents in order to inform future safeguarding, supervision and preventative strategies. The Designated Safeguarding Lead will report on a regular basis to the Governing body on incidents of bullying, including outcomes. The Designated Safeguarding Lead will record all bullying concerns on the School's centralised bullying and behaviour log.

30 August 2022 VLO/PCA/SCO

Updated: May 2023 VLO/PCA/SCO

Updated: September 2023 RHI/DBR/SRA

Updated: May 2024 DBR/RWH

Updated: August 2026 DBR/RWH

Anti-bullying Advice for Prep School

Jesus said, "Love one another as I have loved you".

We want to show love to one another, get on well together, respect and understand one another.

Everyone has the right to be who they are.

What should I do if I'm being bullied or if someone I know is being bullied?

	Ask them to STOP, if you can.
	Ignore them and walk away.
	Talk to a friend.
	Tell an adult and get help straight away.
	Remember it is NOT your fault.
	If someone has been unkind to your friend, help them to speak out.
	Don't stay silent.

Speak To Other People

We will all work together to S.T.O.P. unkindness

Bullying can make people feel frightened and unhappy.

We want everyone to feel safe and happy.

Who can I tell when I need a helping hand?

I can tell: a friend, my parents, a teacher, a teaching assistant, the Headteacher, the Deputy Head or any adult I trust.



Appendix B

Anti-bullying Advice for Senior School

What is bullying and how do we combat it?

Bullying is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and is repeated over a period of time.

We are fortunate to have low levels of bullying within the School, we strongly believe that bullying in any form is unacceptable and it will not be tolerated. We take bullying very seriously and hope that all students, staff and parents feel confident in our ability to respond appropriately.

Types of bullying are:

- Physical, e.g. hitting, kicking, taking belongings.
- Verbal, e.g. name-calling, insulting, making racist or homophobic remarks.
- Written, e.g. threatening or embarrassing notes or graffiti.
- Social, e.g. spreading rumours, excluding from groups.
- Cyber, e.g. the use of mobile phones or the internet. It may include threats or name-calling via internet chatrooms, webpages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.

Further sources of help and information

- The Anti-Bullying Alliance General Bullying issues
- Mencap
- Stonewall Expertise in homophobic bullying
- BeatBullying Expertise in cyber-bullying
- Childnet
- Child Line 0800 1111

Guide for Students

If you are being bullied

It is really important if you are being bullied that you do something – nothing will change if we don't know about it.

- Discuss with a friend what to do.
- Tell a teacher or someone you trust.
- Tell your Head of Year.
- Tell your parents or family member to get their support and advice.
- Write a letter or email to your Head of Year to say how you feel.
- Ask your parents to come in and talk to a teacher for you.
- Tell the bully (if you are confident enough) that they are bullying you.

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- Cyber-bullying – print off the screen to use as evidence, then block and report the people who are doing the bullying.

If you observe bullying or know someone is being bullied

It is really important that you do something – look at the following list and think how you can help.

- Act quickly.
- Tell a teacher you trust your concerns as soon as possible.
- Tell your Head of Year/. You can use email if you're not comfortable going in person.
- Don't worry if you are not sure whether an incident is bullying or not report it.
- Tell your parents or a family member. They can give you advice and or report it for you.

Guide for Staff

Being bullied can be quite traumatic and make the victim feel lonely and excluded. Information and evidence needs to be gathered promptly and sensitively.

- Do not turn a blind eye to bullying.
- Consider whether the behaviour may constitute child-on-child abuse or another safeguarding concern.
- Refer any safeguarding concerns promptly to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.
- Remember that concerns may have taken place off-site or online and still require a safeguarding response.
- Give time to listen to the student in an appropriate environment where they feel safe and secure to tell you the whole story.
- Write down what you have been told.
- Know how and who to report bullying to.
- Head of Year or Head of Section must investigate incidents to find out what has happened, where, when, why and how.
- Listen for signs of intimidation/ exclusive behaviours/ Power imbalances
- Head of Year must liaise with the Head of Section in order to decide what action needs to be taken (sanctions and support).
- Update – all parties must be updated about any action taken and the next steps (including the victim, bully and whoever reported it, form tutor/class teacher and parents).
- Recording – Head of Year/ Section must ensure that the incident is logged on CPOMs, so that termly analysis can take place.
- Monitoring – After the bullying has been dealt with, Head of Year/ Section will monitor the situation reporting any further concerns to the senior pastoral lead.

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Steps to combat bullying behaviour

- Chapel or assemblies led by Head of Years/s or Pastoral Specialists on all forms of bullying throughout the academic year.
- Tutor group and PSHE, content includes what to do if bullying takes place, how to report bullying and learning strategies to help to deal with bullying incidents.
- Clear anti-bullying posters in each year classroom and anti-bullying information in each student planner.
- Student Leadership involvement in reviewing the anti-bullying policy.
- Restorative programmes for students and where appropriate parents.
- Sanctions given in line with the Behaviour Policy.

Support for the victim

The victim must be reassured and support put in place immediately. This could include:

- Making use of buddies and friends to offer support.
- Allowing further time to talk things through with a member of staff of their choice.
- Keeping a diary to log any further incidents – daily or weekly meeting with an identified member of staff.
- Holding a meeting with the bully to discuss and resolve the situation if appropriate.
- Informing the victim of what is going on at every stages of the process.
- Informing parents so that they can support appropriately.

Guide for Parents and Carers

Listen and support

If your child tells you they are being bullied, or you suspect that your child is being bullied, it is really important to stay calm and find time and an appropriate space to discuss this with them. Take time to listen so that you are better equipped to understand their thoughts and feelings. You or they can report any bullying issues via email to the academy office.

Let the School know

If the bullying is happening at school we would urge you to contact the school and speak with either your child's form tutor or Head of Year. Recognise that the School will need to investigate the situation, remain unbiased and review all perceptions and in order for behaviours to be sanctioned or changed, the School will have to act.

As part of our policy, parents are informed if their child is being bullied or has been accused of bullying. You will be kept informed throughout our investigations.

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STAGES OF ANTI- BULLYING POLICY

Level 0

- > Neutral disclosure.
- > All parties are not aware of how behaviour has been perceived, no specific fault identified.
- > **HEAD OF YEAR (HOY)** clarifies behaviour and how it could be identified as bullying. Pupils are aware that their behaviour was wrong.
- > Agreement and restorative meeting between pupils takes place.
- > Tutors follow up for 2 weeks to ensure no further issues.

Level 1

- > Issued when a pupil has not been aware that her actions are seen as bullying, but there have been actions that have had an emotional/ physical/ social effect on someone else.
- > Information gathered by **HOY** from pupils.
- > Initial verbal advice is given by the **HOY** and puts copy on her file in CPOMS. **HOY** informs **PASTORAL COORDINATOR (PC)** who logs on Bullying log.
- > The pupil is required to sign an agreement to show that they are now aware that their actions or behaviour are seen as bullying and the measures that are in place to support them.
- > Pupil will meet with **HOY** to read and review the Anti-Bullying Policy.

Level 2

- > Verbal Warning.
- > **Pastoral Coordinator** Detention - 60 Minutes duration. 4 Order Marks are issued.
- > Issued when a pupil is aware that their actions have caused unhappiness and upset.
- > Pupil will meet with **PC** and **HOY** and parents contacted.
- > **PC** will log on Bullying log, record of signed warning slip will be upload to her CPOMS file.

Level 3

- > Final Written Warning.
- > SLT Detention - 90 minutes duration. 5 Order Marks are issued.
- > Issued when there is either a repeat occurrence of bullying (even if aimed at a different victim) and an earlier warning has been given, or when the bullying has been of a particularly severe nature.
- > **PC** and **ASSISTANT HEAD PASTORAL (AHP)** will investigate statements collected.
- > Parents required to attend a meeting.
- > Pupil will sign final written warning make them aware of the potential consequences of repeated actions.

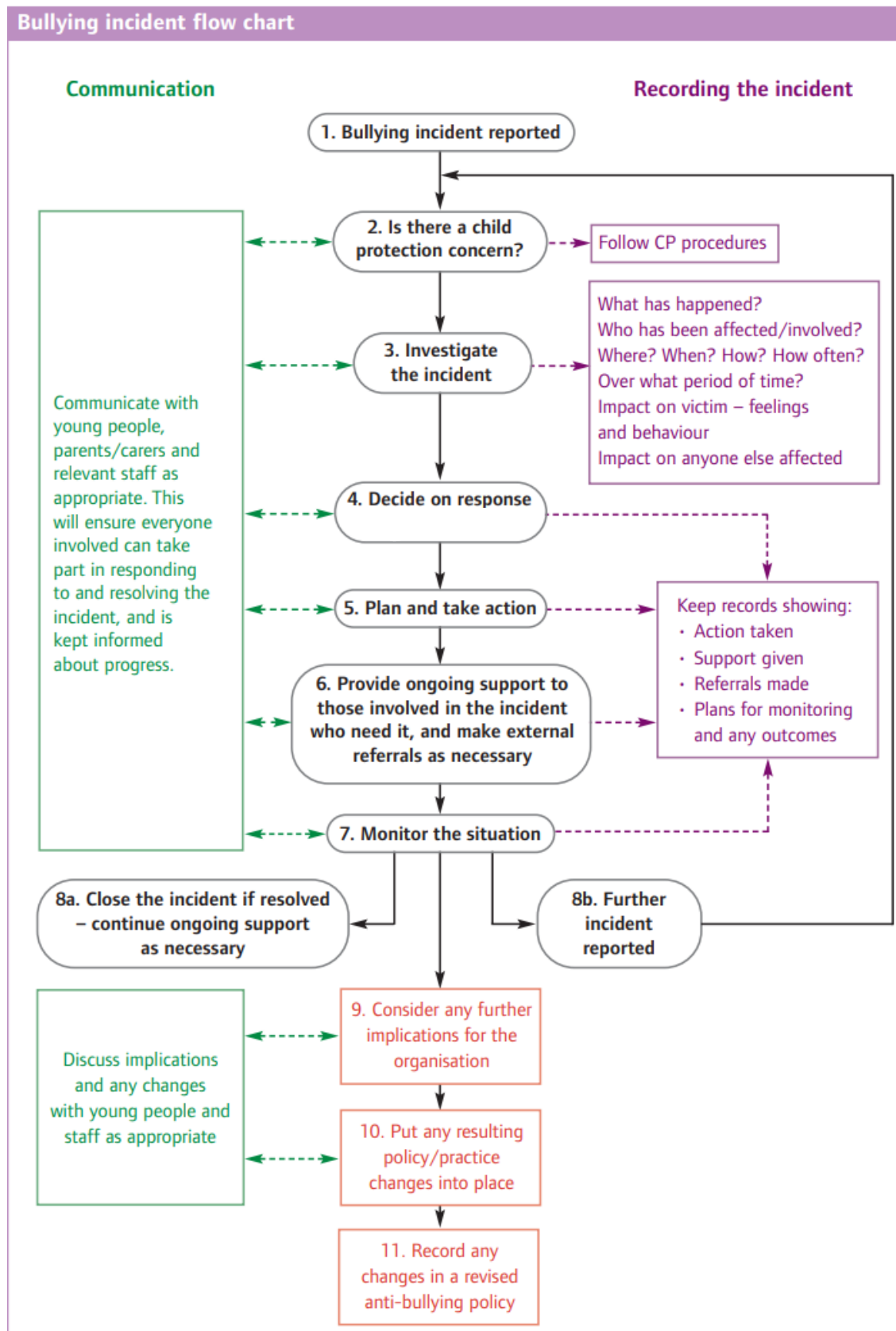
Level 4

- > Exclusion (Temporary or Permanent). 10 Order Marks are issued.
- > Issued when there is evidence, gathered by **AHP/PC**, of continued and sustained bullying and earlier intervention strategies have not worked. This stage may also be used following severe cases of bullying, even if earlier steps have not been followed.
- > Parents will come into meet with the **Head**.

ST TERESA'S EFFINGHAM

DAY & BOARDING SCHOOL FOR GIRLS

INVESTIGATION PROCEDURES



ST TERESA'S EFFINGHAM

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Anti-Bullying procedure follows a four-part process, although it is possible to go straight to stage 2, 3 or even stage 4 when a situation warrants it. Copies of the written and signed bullying slips are placed in each pupil's file. Any bullying behaviour of any sort will be sanctioned in line with our sanctions matrix.

Stage 1

Verbal Advice: issued when a pupil has not been aware that their actions are seen as bullying. Initial verbal advice is given by the Head of Year and an official record is put in their file and in the bullying and behaviour register. Parents will be contacted. The School will offer support in outlining preventative steps the pupil can take to ensure no repeated actions are made. The pupil is required to sign this agreement to show that they are now aware that their actions or behaviour are seen as bullying and the measures in place to support them. They will meet with their Head of Year to read through the Anti-Bullying Policy.

Stage 2

Verbal Warning: issued when a pupil is aware that their actions have caused unhappiness and upset. A verbal warning is given and an official record is put in their file and in the bullying register. The pupil will meet with the Pastoral Coordinator and their actions discussed. The pupil must sign the verbal warning note to say that they accept they have been bullying, agrees that they will not do it again and is aware of the consequences should they do so. Parents will be contacted. The pupil's behaviour will continue to be monitored. If a Stage 1 Verbal Advice slip has already been completed for the pupil, they will go straight to this or a later stage. The School will offer support in outlining preventative steps the pupil can take to ensure no repeated actions are made. The pupil will attend an after-school detention with the Pastoral Coordinator to carry out their reflection of their behaviour.

Stage 3

Final Written Warning: issued when there is either a repeat occurrence of bullying (even if aimed at a different victim) and an earlier warning has been given, or when the bullying has been of a particularly severe nature. Parents will be required to attend a meeting at the School with the Assistant Head (Pastoral), at which both they and the pupil will be required to sign the formal written warning to show they understand the seriousness of the situation and the potential consequences. Any further repetition will result in suspension or exclusion. The pupil may be put on an ongoing behaviour support programme. The pupil will attend an after school detention with the AHP to carry out their reflection of their behaviour

Stage 4

Suspension or Exclusion: issued when there is evidence of continued and sustained bullying and earlier intervention strategies have not worked. This stage may also be used following severe cases of bullying, even if earlier steps have not been followed. The Head and parents will all be involved; the police may need to be informed.

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VERBAL ADVICE

I understand that my actions were inappropriate and could be seen as bullying. I undertake not to do this again.

Signed: _____

Date: _____

HOY: _____

Parents Informed _____

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ANTI-BULLYING VERBAL WARNING

I understand that I have been bullying and am now fully aware of the impact of my actions on others.

I understand the consequences, if I am involved in bullying again.

Signed: _____

Date: _____

HOY: _____

Parents Informed _____

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Stage 3 - ANTI-BULLYING FINAL WRITTEN WARNING

Date

Dear

After investigating the complaint raised and with your acknowledgement of your responsibility of the bullying actions, which are recognised as a single act of deliberate intimidation, I am writing to inform you of your final written warning. All decisions were made in line with the Anti-Bullying policy and you should be aware you are now on Stage 3 of that policy.

Thank you for your acceptance of the actions and the maturity you showed in discussing this incident. We hope that your conduct improves and trust that you will take heed of the advice and support that has been offered to you.

DETAILS:

a) The nature of the unsatisfactory conduct or performance was:

.....

b) The conduct or performance improvement expected is:

.....

c) The timescale within which the improvement is required is:

.....

d) The likely consequence of further misconduct or insufficient improvement is:
Exclusion

Signed Pupil.....

Signed Assistant Head (Pastoral)

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Appendix C

Anti-Bullying Advice for Parents

St Teresa's has an Anti-Bullying Policy and several methods of dealing with bullying in school if it arises. A child is being bullied when s/he is exposed to negative actions on the part of one or more pupils.

Bullying can take many forms and can include the following:

- Name calling and teasing
- Threats and extortion
- Physical violence
- Damage to someone's belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours
- Bullying by mobile phone text messages, email or internet websites and social media sites

Parents and families have an important role to play in helping schools deal with bullying:

- Discourage your child from using bullying behaviour at home or elsewhere
- Show them how to resolve difficult situations at home or elsewhere
- Watch out for signs that your child is being bullied or is bullying others (parents and friends are often the first to detect that a problem exists). Don't dismiss it. Contact the school immediately if you are worried
- Monitor closely your child's use of the internet and mobile phone
- Ensure access to social networking sites are only used for children of the correct age and used appropriately (accounts are only permitted for those aged 13 plus)

If your child has been bullied:

Calmly talk to your child about her experience

Make a note of what they say, particularly who was said to be involved; how often the bullying has occurred; where it happened and what happened

Reassure your child that they have done the right thing in telling you about the bullying

Explain to your child that should further incidents occur they should report them to a teacher immediately

Make an appointment to contact your child's teacher

When talking to teachers:

Try to stay calm and understand that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. Be as specific as possible about what your child has said

Ask how you can help

Stay in touch with the school and let us know if things improve as well as if the problems continue

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If your child is bullying other children

Many children are involved with bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

- Sometimes children bully because:
- They don't know it is wrong
- They are copying older siblings or other people in the family whom they admire
- Their friends encourage them to bully
- They are going through a difficult time and are acting out their aggressive feelings on others

To stop your child bullying:

- Talk with your child; explain that what they are doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Make an appointment to see your child's teacher and discuss how you and the school can stop her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they co-operate
- Monitor use of mobile phones and the internet

Useful websites/organisations:

- KIDSCAPE website www.kidscape.org.uk
- CHILDLINE website www.childline.org.uk
- Bullying Online www.bullying.co.uk
- Kooth Online support for young people www.kooth.com
- Shout Online texting support for people in crisis text 85258 www.giveusashout.org
- Parentline Plus 0808 800 2222

There is also lots of helpful tips and advice including parent seminars and live chats for parents, pupils and staff on the Teen Tips Wellbeing Hub. Every girl and her parents/guardians in the senior school is a member.