

Including Sandford, our Early Years Foundation Stage provision

Anti-Bullying Policy

Authorised by	resolution of the Board of Governors
Date	Autumn 2010
Reviewed	Spring 2012
	Spring 2013
	Autumn 2013
	Autumn 2014
	Autumn 2015
	Autumn 2016
	Autumn 2018 (1-1-0)
	Autumn 2019 (1-1-1)
	Autumn 2019 (1-1-2)
	Autumn 2020 (1-1-3)

At St Gabriel's we aim to provide a secure and caring environment in which pupils can fulfil their true potential without fear. Pupils are very supportive of each other and form firm friendships. However, as a school we are not complacent and our views on bullying are made very clear. St Gabriel's believes that bullying behaviour adversely affects the safety and happiness of pupils and can lead to psychological damage and even suicide. Bullying causes low self-esteem and negative self-image; it is likely to affect concentration and levels of achievement in and out of the classroom. Consequently, both pupils and staff have a firm understanding of what we perceive bullying is and what to do about it. All forms of bullying, harassment, victimisation and discrimination are unacceptable at the School and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the Behaviour Policy or the Exclusion, Removal and Review Policy. A bullying incident will be treated as a Safeguarding issue where there is suffering or risk of significant harm to a pupil.

This policy has regard to KCSIE (Sept 2020) and Working Together to Safeguard Children (July 2018) together with non-statutory DfE advice "Preventing and Tackling Bullying (July 2017)". This policy is communicated to parents on our website and copies are available from the School Office on request. The policy is communicated to new staff as part of the Induction Process and to all staff as required on a regular basis.

This policy applies to all pupils in the School, including those in the Early Years Foundation Stage, Sandford and applies to actions undertaken both inside, and outside of the School.

This policy should be read alongside the School's Child Protection (Safeguarding) Policy and Safeguarding Guidance, Behaviour Policy, ICT Acceptable Use Policies for Pupils and Workers and the Exclusion, Removal and Review Policy.

Including Sandleford, our Early Years Foundation Stage provision

Aims

- To ensure that the unacceptable nature of bullying and the consequences of such actions are made clear to the whole community, including parents through this and other associated policies on the School's website.
- To ensure there is a clear procedure for staff, pupils & parents to follow once an incident perceived as bullying, including cyber-bullying and bullying outside school has been reported.
- To ensure pupils grow in resilience against behaviours that may be perceived as bullying.

Definitions and the school's response to bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This behaviour makes other people feel uncomfortable or threatened.

Bullying is the intentional hurting, harming or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual, verbal (including cyber-bullying via email, social media, gaming, and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim. The School will never dismiss bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding protected characteristics such as a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. The school will be alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. Bullying may be motivated by actual differences between children, or perceived differences. The school will be proactive in responding to bullying on the basis of protected characteristics. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, upskirting and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

Including Sandford, our Early Years Foundation Stage provision

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the School Nurse with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported/recorded, as appropriate, in accordance with this policy.

Preventative Measures

We take the following preventative measures in order to create an environment that aims to prevent bullying from becoming a problem at the School.

Pupils

- The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School;
- All new pupils are made aware of the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will be supported;
- We use appropriate assemblies to explain the School's policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme reinforces messages about community involvement and taking care of each other. It focuses on the importance of equality and diversity and pupils are encouraged to avoid prejudicial and exclusionary language. Age appropriate information about online dangers such as grooming, accessing internet sites containing violent or adult content and inappropriate sharing of personal information and photographs;
- Other lessons develop social skills and by teaching moral and spiritual values show that bullying is unacceptable;
- All of our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place;
- The school planners give advice on where pupils can seek help, including details of confidential help lines and websites where they can connect with external help and advice;
- We provide training to our pupils in leadership positions which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils; and
- The School does not tolerate peer-group "initiation ceremonies" or hazing rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.
- Pupils will:
- always be aware that it is a pupil's **perception** of an action towards them that is important

Including Sandleford, our Early Years Foundation Stage provision

- always be aware of the behaviour the School feels is unacceptable and will not be tolerated
- always be encouraged to be vigilant amongst themselves for signs that a pupil may **perceive** they are being bullied.
- always feel their fears are being taken seriously by a member of staff

Staff

- Upon induction, all new members of staff are given training and guidance on the School's anti-bullying policy and on how to react to, and record allegations of bullying at the School. The School will ensure that all School staff understand the principles of the School's policy, the School's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support;
- The School recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and LGBT pupils. The School will ensure that staff receive appropriate training to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils;
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely in the Pastoral Office or in the Safeguarding records held by the Vice-Principal in order that patterns of behaviour can be identified and monitored;
- We have a strong and experienced pastoral team of Form Teachers and Tutors, Heads of School and the Vice-Principal who are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying;
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained School Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil as appropriate;
- Staff are on duty at times when pupils are not in class and patrol the School site at break and lunchtimes. They are alert to inappropriate language or behaviour at all times;
- The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside School hours, on School visits and trips, or that otherwise occur outside of School. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the School's [Behaviour Management Policy] and will be applied in a fair, consistent and reasonable manner, taking into account the needs of SEND and vulnerable pupils; and
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's [Child Protection and Safeguarding Policy] and discuss their concerns with the School's Designated Safeguarding Lead (DSL) without delay.

Parents

- This policy is readily available on the School's website so that parents and carers are clear on the School's approach to bullying and what to do if their child experiences bullying;
- We encourage close contact between the Pastoral team and parents and carers, and will always make contact if we are worried about a pupil's well-being;
- If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously; and
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

Including Sandlesford, our Early Years Foundation Stage provision

PROCEDURES FOR DEALING WITH REPORTED BULLYING

The School ensures that all instances of bullying and cyber-bullying, both on and away from School premises are easy to report and that they are recorded properly when reported. Records of instances of bullying and allegations of bullying will be kept on the Head of School's files, including single instances of behaviour that show the characteristics of bullying. Records will also be kept on files relating to safeguarding where appropriate in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of this anti-bullying policy. We will work in partnership with other schools and organisations if the need arises.

Staff should be aware of the content of the School's Child Protection (Safeguarding) Policy & Safeguarding Guidance as regards Peer on Peer abuse, including how and when to report concerns. **Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should treat the incident as a child protection concern and immediately report their concerns to the Designated Safeguarding Lead, or outside agencies if necessary.**

The School recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. All staff will be trained in handling an allegation and will be aware that they must listen to the pupil, not ask leading questions and make a written record of the allegation to the best of their ability.

If an incident of bullying is reported, the following procedure will be adopted if the incident is not reported to the Designated Safeguarding Lead:

- The member of staff to whom the incident was reported, or who first discovers the situation, will reassure and support the pupils involved, without promising absolute confidentiality;
- This person will inform an appropriate member of the School's pastoral team about the bullying allegation as soon as possible;
- The Pastoral team will speak to the pupils involved and make appropriate records. A Bullying log is kept of the incident, whether or not it meets the definition of bullying. It will also be noted if the unpleasant behaviour has been based on protected characteristics. **It is vital that accurate records are kept of incidents and how the school has responded. Such records could be used to assist further actions or investigations conducted by agencies outside of the School.**
- The Head of School (or Form Tutor or Class Teacher) will support all pupils involved in the incident and if appropriate will aim to facilitate discussions to resolve the situation.;
- The Pastoral team will involve the Vice-Principal as necessary. The Head of School or any staff member can also report incidents to the Vice-Principal (including in their capacity as Designated Safeguarding Lead.) Occurrences of serious bullying or peer on peer abuse are rare at St Gabriel's but staff should be aware of the procedures. The Vice-Principal will work with the Heads of School and other staff as necessary to deal with a more serious or escalated situation. This may involve discussions with pupils, parents and outside agencies.
- The Principal will also be informed if there is a risk that the behaviours involved may be considered criminal in nature.
- A member of the Pastoral or Leadership teams will speak the pupil who carried out the bullying behaviour and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour and sanctions as detailed in the Behaviour Policy may be used. In keeping with St Gabriel's nurturing ethos, exclusion as a response to bullying is used sparingly and always as a very last resort. Exclusion (either temporary or permanent) may well be necessary in cases of severe and persistent bullying. The Exclusion, Removal and Review Policy gives details of the procedures involved.

Including Sandford, our Early Years Foundation Stage provision

- The parents or carers of all parties will be informed and may be invited into School to discuss the matter, and the appropriate sanctions. The parents' support will be sought in respect of preventative measures, and any concerns of either party will be addressed;
- A way forward, including where appropriate disciplinary sanctions and support, should be determined, and where possible agreed with all parties. This should recognise that suitable support may be needed by the pupils who are being bullied, and also by the pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Policy.
- A monitoring and review strategy will be put in place and put on record. Reported incidents of bullying and how they were resolved will be monitored very closely and recorded in the Bullying Log, which is kept by the Heads of School. Attention will be given to Who; Where; When; What; the action taken; and 'follow up'. The School will use this to evaluate the success/effectiveness of actions taken and the anti-bullying policy as a whole. Monitoring by the Heads of School and Vice-Principal of such incidents also enables patterns to be identified, both in relation to individual pupils and across the School as a whole.
- In very serious cases, and only after the Principal has been involved, it may be necessary to make a report to the Police, the DSL or to Children's Services.

Procedures for Pupils

If you think you are being bullied, or you know that someone else is, **please tell us straight away.**

Don't Suffer in Silence!

Tell

***Any member of staff
Your Tutor or class teacher
Your Sixth Form Prefect
Your Parents***

- Be clear about exactly what happened.
- Keep &/or save written evidence, messages, photographs, videos, texts or emails.
- Know that all incidents will be taken seriously
- Know that staff will act immediately and sensitively

Procedures for Parents

- Your child has the right to be safe and happy at St Gabriel's, and to be protected when they are feeling vulnerable.
- Parents are perhaps our most powerful allies - as you are often the first to be told if a problem exists.

If you think your child may be being bullied, or tells you that they are, please let us know *straight away* regardless of whether you have been asked "not to tell anyone".

Keep &/or save written evidence, messages, photographs, texts or emails.

You may wish to contact your child's Head of School in the first instance or your child's tutor or class teacher. Alternatively, you may wish to contact the Vice-Principal or Principal straight away.

Please be reassured we will take all incidents seriously and we will act immediately and sensitively.

Including Sandford, our Early Years Foundation Stage provision

CYBER-BULLYING

Cyber-bullying can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, <http://www.cyber-bullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend themselves. The School acknowledges that cyber-bullying may take place inside School, outside of School and at any time of the day.

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

The School acknowledges that cyber-bullying may take many different forms including cyber-stalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, upskirting and sexting.

The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on *Teaching online safety in school* (updated June 2019).

Prevention of cyber-bullying

For the prevention of cyber-bullying, in addition to the measures described above, the School:

- Expects all pupils to adhere to its Acceptable ICT Use for Pupils. This policy includes the Internet Use and Messaging Systems Policies. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- Expects all pupils to adhere to the provisions of the Remote Learning agreements for pupils and parents, when learning is taking place remotely.
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- Issues all pupils with their own personal School email address.
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSHE lessons, which covers blocking, removing contacts from "friend" lists and sharing their personal data;
- Ensures its pupils are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
- Does not allow the use of mobile phones in classrooms, unless permission is given by the teacher for educational purposes, in some public areas of the School, such as the dining room and where they may cause annoyance, humiliation or distress to others; and
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

Including Sandlesford, our Early Years Foundation Stage provision

Procedures for dealing with cyber-bullying

The School will follow the procedures set out in this policy, and the Child Protection and Safeguarding Policy guidance for peer on peer abuse, for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the School, and the welfare of its pupils.

Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting and sexting. Where the School considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

Electronic devices

In response to an allegation of cyber-bullying, certain staff are permitted to conduct a search for electronic devices, such as a pupil's mobile phone, with the authority of the Principal. A search will follow the advice contained in the *Searching, Screening and Confiscation Advice Document from the DfE (Jan 2018)*. Staff do not require the consent of the pupil, or their parents to undertake a search, provided they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item, and provided they have the Principal's prior consent to undertake a search.

The search will be conducted in accordance with the procedure set out in the Exclusion, Removal and Review Policy.

Where a search finds an electronic device that is prohibited by the School rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine any data or files on the device, where there is good reason to do so, for example, where there has been an allegation of cyber-bullying. Parental consent to search through electronic devices is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy and the Behaviour Policy. The School may then take steps to impose a sanction on the pupil in accordance with the Behaviour Policy, where appropriate. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection (Safeguarding) Policy & Safeguarding Guidance.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Including Sandleford, our Early Years Foundation Stage provision

SANDLEFORD

Even the School's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Katie Noonan the Sandleford Manager, is in charge of the management of behaviour in Sandleford.

We explain to our Sandleford children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see Katie Noonan, who will explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed when any sanction or reproof is needed towards their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with Sandleford staff, to agree a joint way of handling the difficulty.

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed. Parents of Sandleford pupils should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled (the Complaints Procedure explains how to complain to Ofsted).

Review

This Policy will be reviewed at least annually by the Executive and Governors to assess its effectiveness, and will be updated as necessary in line with The Regulatory Requirements for Independent Schools. Pupils' views on the effectiveness of the arrangements are sought regularly and the effectiveness of the policy is reviewed taking into consideration behaviour patterns and records. In undertaking the review, the Executive will take into account the results of the monitoring as set out above, as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a pupil survey).

This policy focuses mainly on the bullying of pupils by pupils or peer on peer abuse, although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. The Child Protection (Safeguarding) Policy & Safeguarding Guidance details procedures that must be followed if a member of staff is suspected of abuse against a pupil. Staff members who are concerned about being bullied or harassed should contact a member of the Executive.

Change History

Date	Version	Changes
Autumn 2018	1-1-0	Legislation updated to include KCSIE, WT and Preventing and Tackling Bullying 2018 Current Policies and procedures quoted. Appendix on Cyberbullying added
Autumn 2019	1-1-1	Legislation updated to KCSIE 2019

Including Sandleford, our Early Years Foundation Stage provision

		<p>Reference to <i>Teaching online safety in school</i> (updated June 2019) and <i>Searching, Screening and Confiscation Advice Document from the DfE (Jan 2018)</i> included.</p> <p>Further detail added to Cyberbullying section, including reference to upskirting. Annex A incorporated into main body of policy.</p> <p>Further paragraph added for Sandleford pupils</p>
Autumn 2019	1-1-2	Appendix from Emotional Health Academy added
Autumn 2020	1-1-3	<p>Updated for KCSIE 2020 and ISI commentary Sept 2020</p> <p>Introductory paragraph refers to bullying, harassment, victimisation, and discrimination.</p> <p>Added- school will not allow hostile environment to protected characteristics.</p> <p>Added- reference and adherence to Remote Learning agreements</p> <p>Added - school can record single incidents of behaviour that appear to be bullying in nature</p> <p>Added Bullying Log should record incidents that seem to be based on protected characteristics</p>

Including Sandford, our Early Years Foundation Stage provision





Appendix 1 - Emotional Health Academy- West Berkshire - Bullying Guide

Bullying: A Guide

Bullies.....

1. Bullies **purposefully** hurt others with words or actions
2. Pick on others **repeatedly**
3. Have **power** over those they pick on

Forms of bullying:

Physical	Verbal	Social	Cyber
			
<ol style="list-style-type: none"> 1. Hitting 2. Kicking 3. Pushing 4. Tripping 5. Spitting 	<ol style="list-style-type: none"> 6. Name calling 7. Teasing 8. Making hurtful comments 9. Threatening 	<ol style="list-style-type: none"> 10. Spreading rumours 11. Causing embarrassment 12. Excluding and encouraging other people to exclude 	<ol style="list-style-type: none"> 13. Sharing embarrassing photos or videos 14. Sending hurtful messages or hurtful posts online 15. Making prank calls

Characteristics of bullied children:

Physical	Emotional	Social	Academic
<ol style="list-style-type: none"> 1. Unexplained bumps/bruises 2. Disheveled clothing 3. Sleep disturbances 4. Appetite changes 5. Complaints of stomach pain, headaches, etc 	<ol style="list-style-type: none"> 6. Anxiety 7. Depression 8. Low self-esteem 9. Anger / Acting out 10. Tearfulness 	<ol style="list-style-type: none"> 11. Disinterest in engaging with others or in activities 12. Avoiding specific areas of school (e.g. library, playground) 	<ol style="list-style-type: none"> 13. Sudden decline in academic attainment 14. Sudden decline in school attendance 15. School refusal

Strategies to address bullying:

1. Report concerns to the student's Tutor or Head of School as stated in the school's Anti-Bullying Policy
2. Question the victim, the bully, and any bystanders separately to obtain the facts
3. Protect students who are bullied
4. Adopt restorative approaches to reduce conflict (e.g. a problem-solving circle)
5. Be consistent with sanctions
6. Refer students (victim and/or bully) to school counselling if needed