



St Swithun's WINCHESTER

ST SWITHUN'S SCHOOL

ANTI-BULLYING POLICY

Policy History	
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Reviewed by:

**Deputy head pastoral
Graham Yates
Date: September 2023**

**Head of Boarding
Alice Ludlow
Date: September 2023**

**Education Committee
Date: October 2023**

**Seema Amin
Diversity, Equality and Inclusion lead
September 2023**

Policy statement

St Swithun's School aims to encourage good behaviour and respect for others and in particular prevent all forms of bullying amongst its students so that they can develop their full potential. The school community is made up of students and adults from a variety of cultural, religious and ethnic backgrounds. Contributing further to the differences in the make-up of the school community is the existence of non-traditional families, changes in gender identity and more. The school community relies not only on mutual tolerance but acceptance, courtesy and co-operation in order that learning can take place in an orderly atmosphere.

A happy community promotes the conditions that are essential to an individual's personal and social development.

Good relationships form the basis of a creative and successful school community in which common sense, civilised behaviour, consideration for others and good manners all have a part to play if its members are to thrive and achieve, and students are to enjoy their educational experience. A happy society promotes the self-confidence that is essential to an individual's personal and social development. The school is committed to providing a friendly, caring environment: one that promotes the social, physical and moral development of the individual child and allows them to learn in a relaxed, stimulating and secure setting. A high standard of conduct is expected from all students and employees.

Bullying, harassment, victimisation and discrimination will not be tolerated at St. Swithun's. The school aims to treat staff, students and their parents fairly and with consideration and expects everyone to do likewise. Where necessary, sanctions (which are described in the behaviour policy) will be applied for behaviour that constitutes bullying, harassment or discrimination of any kind.

All students should be able to recognise it when it does occur and know that incidents of bullying, harassment or discrimination will be dealt with promptly, fairly and effectively. This means that anyone who knows that bullying, harassment or discriminatory behaviour is taking place needs to have the confidence to be able to report it to the appropriate member(s) of staff.

Staff must always be vigilant, with tutors and house staff in particular paying close attention to the group dynamics in their forms and houses.

Context of the policy

This policy should be read in conjunction with:

1. Concerns, problems and complaints (see Appendix 2)
2. Behaviour, rewards and discipline policy
3. Child Protection & Safeguarding policy
4. Supervision of students policy
5. Missing student policy
6. Online safety policy
7. Thrive (PSHE) schemes of work (which include curriculum relating to anti-bullying, harassment and discrimination)

The anti-bullying policy is compliant with the following government publications:

- National Minimum Standards for Boarding Schools (2022); Part G Promoting positive behaviour and relationships: Standards 15-17
- Equality Act (2010)
- Keeping Children Safe in Education (September 2023)
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies DfE (2017)
- SEND Code of Practice (April 2020): 0-25 years
- Equality Act 2010
- Behaviour in schools DfE September 2022

Definition of bullying

There is no legal definition of **bullying**. However, it is usually defined as behaviour by an individual or group, that is repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Harassment is when bullying or unwanted behaviour is related to any of the protected characteristics. The person being harassed may feel, disrespected, frightened, humiliated, insulted, intimidated, threatened, undermined. For it to count as harassment, the unwanted behaviour must have either violated the persons dignity, whether it was intended to or not, or created an intimidating, hostile, degrading, humiliating or offensive environment for the person, whether it was intended or not.

Discrimination is when someone is treated unfairly because of any of the protected characteristics.

Bullying, harassment and discrimination can take many forms (for instance, cyber-bullying via text messages, social media or gaming which can include the use of images or videos; teasing; physical assault; making threats; name calling), and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to

report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is often motivated by prejudice. It may not involve direct participation but may include manipulating a third party to tease or torment someone.

Examples of unacceptable bullying behaviour include:

- Physical (including sexual) violence (assault);
- Verbal abuse, including name-calling, persistent teasing or making offensive remarks;
- Cyber-bullying: the use of ICT by an individual or group in a way that is intended to upset others. Examples include the use of social media, mobile phones, text messaging, photographs, video and email (see online safety policy);
- Emotional torment by excluding from social groups or spreading malicious rumours;
- Actions or comments against someone because of their age, race (including colour), nationality or ethnic origin, religion, sex (or sexual orientation), disability, a person's status as adopted or as a carer or special educational needs.

Note: this is not an exhaustive list.

Cyberbullying

Cyberbullying is a method of bullying that is concerned with the use of ICT to upset, threaten or humiliate someone and should be treated as seriously as other forms of bullying. Cyberbullying rarely occurs in isolation and tends to include physical and emotional bullying offline. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

What can sometimes make cyberbullying feel harder to manage can be the following:

- Cyberbullying can take place 24/7, creating a feeling of "no escape" for the victim, and is not restricted by location
- Electronic content is very hard to control once it has been posted and can never be guaranteed to be removed totally from circulation; this can be very upsetting to victims as they can never be sure who has viewed images or content about them.
- Bullies can attempt to be anonymous and can feel "distanced" from the incident. They are often unaware of the laws regarding harassment and the fact online activity can be traced via "digital footprints."
- "Bystanders" can easily become perpetrators by passing on videos, image or content, or by videoing incidents such as "happy slapping"
- Cyberbullying can occur unintentionally, often due to a lack of awareness and empathy, or by thinking "It was only a joke."
- Cyberbullying enables harassment and discrimination and upset to take place across generations; age and size is not an issue due to technology removing the power and size issues that could otherwise prevent bullying from occurring.
- Cyberbullying can sometimes even be perpetrated by the victim themselves (known as cyber/digital self-harm).
- One key positive with online bullying is that incidents can be used as evidence - e.g. text messages, messenger conversations, screenshots. It is important that this evidence is kept, not deleted and the victim does not retaliate.

Students can be bullied for a variety of reasons — and for no reason. Bullying can be related to:

- race, religion or culture;
- special educational needs (SEN) or disabilities;
- appearance or health conditions;
- sexual orientation;
- gender identity or reassignment
- home circumstances.

Bullying which occurs outside school premises

In line with advice from the DfE (2017) school staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

Intervention and other strategies for preventing bullying

Effective supervision of students and frequent communication of an anti-bullying message are key factors in establishing a non-bullying ethos. But it is also recognised that students who are purposefully occupied and thereby develop self-esteem seldom bully others or feel the need to do so; and rarely are they bullied by others or perceived to be a target for bullying.

Teaching staff should have a firm and fair discipline structure within and outside the classroom. It is their responsibility to take positive, affirmative action in support of the school's anti-bullying policy and when bullying is suspected of having occurred.

The school uses the following to educate students and signal zero tolerance of bullying:

- An open climate prevails in which students have the confidence to report instances of bullying;
- The 'Girls on Board' approach is used in school and all staff, students and parents are made aware of the approach and its principles;

- What to do if students have a concern and who they can talk to is (Appendix 1 and 2) are displayed in every form room and boarding/day house in the school and are discussed with the students during form time and house meetings;
- Assemblies, including external speakers, explain the school policy on bullying, and encourage reflection;
- Student surveys facilitate an understanding of the level and type of bullying which may have been experienced by students;
- The PSHE programme (Thrive) is structured to give students an awareness of their social and moral responsibilities. It enforces the message about the importance of taking care of each other; developing positive relationships is a core theme throughout the programme; form programmes regularly address matters of diversity, equality and inclusivity
- The concepts of kindness and positive relationships are key themes within the Positive Education programme;
- Other lessons, particularly RS, English and drama highlight the issue of bullying and reinforce the message that bullying is unacceptable;
- All reported incidents of bullying allegations are recorded and investigated. Reported incidents are monitored and evaluated in order to identify patterns
- All staff are trained to be alert to possible signs of bullying, harassment and discrimination
- The school chaplain will give support to any member of the community. The chaplain actively encourages the development of tolerance, understanding and respect for others in a multi-faith community;
- staff are on duty at lunch times and after school when students are not in class and are alert to areas where bullying might occur. Inappropriate language or behaviour is always challenged;
- In boarding houses, teams of tutors support the house staff who act *in loco parentis*. The informal house environment is important in reinforcing a student's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual student outside the formal classroom. Close contact between the house staff and parents/guardians is maintained, especially if there are worries about a student's well-being;
- All students have access to a telephone helpline, enabling private calls for support; they also have immediate access to the school email of any member of staff to whom they may wish to communicate discreetly;
- Incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students are investigated;

- Involvement of parents to ensure students are clear about how they can prevent bullying. Feedback from parents/guardians on effectiveness of our preventative measures is welcomed;
- Teaching and non-teaching staff, students and parents have an accepted and agreed understanding of what bullying is, including an understanding of the safe use of electronic communication, so that all are alert to online safety and the dangers of internet, smart phone and other such tools for abuse;
- A thorough induction programme is run for all students when they join the school, which includes safe use of technology on and off site
- Staff are informed about the protected characteristics

Anti-bullying procedures

Signs of bullying:

All members of the school community must be alert to the signs of bullying. These may include:

- unwillingness to return to school
- displays of excessive anxiety, becoming withdrawn or unusually quiet
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- books, bags 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 leading to psychological damage
- frequent visits to the health centre with symptoms such as stomach pains, headaches
- frequently waiting to speak to the teacher at the end of lessons
- unexplained cuts and bruises
- frequent absence, erratic attendance, late arrival to class
- choosing the company of adults
- displaying repressed body language and poor eye contact
- difficulty in sleeping, experiences nightmares
- talking of suicide or running away
- Excessive use of phone/mobile device

It is acknowledged that this list is not exhaustive and that these behaviours may have a different underlying cause. All accounts of any of these behaviours or a combination of these behaviours should be reported and investigated as appropriate.

Students:

In every form room and every boarding house there is a chart identifying all those who are ready to listen (although this could be any member of staff). It also contains names of outside agencies that students can contact if they prefer.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the student.

Boarders

We should be mindful that boarders may have added vulnerabilities. As they live on site for 24 hours a day, we are mindful that boarders may find it more difficult to get a break from their bullies. Bullies are more likely to strike when their behaviour is hidden. This includes areas like common rooms, bedrooms or changing areas when the victim and bully may be alone.

The boarding house staff in each house are aware of potential bullying problems and work to maintain a positive, supportive house environment.

There are posters in each boarding house (as outlined in the appendices) outlining the various people that are available to talk to, both in school and externally. Externally this includes our Independent Listener and Childline. Students also have access to The Wellbeing Hub and our own wellbeing website, both of which contain advice and guidance on how to deal with bullying.

If you are the victim:

In many cases a victim/survivor of bullying does not want anyone else to know what is happening.

- They may not want to 'tell tales on others'
- They may not want the bully to be punished
- They may be afraid of what the bully might do.

However, if a student is being bullied, it is always better to tell someone;

- Sharing what is happening will help them deal with their feelings
- Bullying thrives on secrecy – it can only be dealt with by being brought out into the open
- It may save other people from becoming victims/survivors of bullying

Students are encouraged to:

- Be confident that action will be taken to stop the bullying
- Be confident in their own self-worth and value to the School community

- Be a good friend, above all when it is known that someone is unhappy or lonely and remember to include everyone in class and in the House, especially where sharing activities or group work are concerned.

All students are encouraged to follow these guidelines:

- if you feel able to, confront the bully making them aware that you think what they are doing is wrong:
 - explain to the bully that their words / actions are upsetting; they may not be aware of this. However, if the bullying continues try not to show your feelings. stay calm;
 - walk away quickly and confidently, even if you don't feel that way inside;
 - remember – if you are different in any way, be proud of it;
- Discuss the problem with someone you trust about your feelings;
- Talk to a member of staff, your form tutor, head of year or housemistress / housemaster, or the chaplain about the incident.

If you witness bullying, harassment or discrimination

- support the victim by offering your support and showing that you disapprove;
- encourage the victim to speak to the bully;
- accompany the victim to see their form tutor, head of year or housemistress/ housemaster, the chaplain or deputy head pastoral. If they won't go with you then report it to a member of staff anyway. The victim may be too scared or lonely to report it their self. If you feel uncertain about taking this step you may want to talk first informally to anyone listed on the 'Need someone to talk to?' poster.

When reporting an incident of bullying, **harassment or discrimination** be clear about:

- what has happened;
- how often it has happened;
- who was involved;
- who else witnessed what was happening;
- where it happened;
- what, if anything, you have done about it already.

Staff:

If a member of staff witnesses bullying they will:

- support the student involved and provide reassurance;
- advise the student that they will need to pass on the information to the form tutor, head of year, housemistress/housemaster, head of boarding or deputy head;
- inform the appropriate member(s) of staff: form tutor, head of year, housemistress/ housemaster, head of boarding or deputy head. A record of the bullying allegation should be entered into CPOMS.

Cyberbullying

- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone, tablet, laptop or other or device.

- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.
- Full guidance on searching, screening and confiscation can be found in the DfE document, [‘Searching, Screening and Confiscation: advice for schools’](#) (July 2022) and our Search, Screening and Confiscation policy.

The School pays due regard to the DfE *‘Preventing and Tackling Bullying’* guidance 2014 which notes that a bullying incident should be addressed as a safeguarding and child protection concern when there is ‘reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm’.

Where this is the case, the school staff should follow the procedures as set out in the Safeguarding and Child Protection Policy.

Even where safeguarding and child protection is not considered to be an issue, the School may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a student doing the bullying.

When bullying has been reported and action to prevent it has been taken, the situation will be monitored closely by relevant staff to prevent it occurring again. Everyone involved has the responsibility for helping the bully to change their behaviour. In addition, the victim may need help to deal with their feelings and to understand and overcome their vulnerability.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If it is felt that an offence may have been committed, the School will seek assistance from the police or relevant authority. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Parents:

Parents, along with peers, will probably be the first to hear of an incident of bullying, **harassment or discrimination**. They should not dismiss it. Parents should contact their daughter’s tutor or boarding housemistress in the first instance.

It is essential to stay calm, supportive and find out the facts of the situation. Reassurance will be needed in order to persuade your daughter that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to school:

- What happened?
- Who was involved?
- Who saw it?
- Where did it take place?
- How often has it happened?
- Why did it take place?
- What form did the bullying take?

When you inform the school of these details you will want to ask what you can do to support the school in the action taken to support your daughter. You will also want to make a note of the suggested strategy the school intends to take. Stay in touch with the school so that they can be kept informed of how things are improving and to establish further contact if necessary.

If your child is involved in bullying:

It is important to work with the school to modify the patterns of behaviour which are causing your child to bully. It is important to acknowledge that these things do happen and the School has mechanisms in place to deal with this issue. It is helpful to recognise some of the reasons why students behave in this way from time to time.

Students sometimes bully, harass or discriminate others because:

- They are not aware of how hurtful it is.
- They are copying the behaviour of another child, older siblings or people they admire.
- They have a temporary difficulty integrating in their peer group.
- They are bullying others because of encouragement from friends.
- They are going through a difficult time personally and need help.
- They have not yet learnt satisfactory ways for making firm friendships.

To Stop Your child from bullying, harassing or discriminating others

- Talk with your child and help them to understand that what they are doing is unacceptable as it makes other students unhappy.
- Discourage aggressive and violent behaviour at all times.
- Suggest ways of joining in activities with other students without bullying.
- Liaise with the School: Housemistress, Academic Tutor, Assistant Head, Deputy Head (Pastoral), Deputy Headmistress or Headmistress.
- Make time to have regular chats about how things are going at school.
- Check that your child has identified an adult at school to whom they can go if they have a problem or a worry of any kind.

N.B. the School will want to and need to act if bullying, harassment or discrimination occurs. The matter will be sensitively handled but it needs to be effective.

What happens next?

The level of response to incidents will vary according to their seriousness. However, it is likely that the following will take place:

- the victim will give their account to the form tutor, head of year or housemistress/housemaster and asked to write an immediate account of the incident. They will also be given the opportunity to discuss their own feelings and behaviour. Further discussion with the victim may be necessary at a later stage;

- the victim will be given support. This can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).
- the alleged bully, together with all others who were involved, will be spoken to individually and asked to write an account of events. Further interviews with the alleged bully may be necessary at a later stage; if necessary, the bully will be referred to the school counsellor;
- the incident will be recorded by the person in charge of the process on CPOMS (the housemistress or master, head of boarding, head of year or the deputy headmistress, depending on its nature);
- the relevant house staff, heads of year and form tutors will be informed. In serious incidents, the headmistress will be informed;
- the parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support for the school sanctions should be sought. We believe that making parents aware that their child has been involved in bullying demonstrates the fact that the School takes seriously this matter, seeks to change such patterns of behaviour and welcomes parental support in that process.
- a monitoring and review strategy will be put in place, with appropriate timings agreed;
- in some instances, where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm' bullying may be addressed as a child protection issue. In this case, the concerns must be reported to the DSL who will contact children's services;
- some instances of bullying are illegal and may be reported to the police. These include violence or assault, theft and harassment and intimidation over a period of time.

Recording

All incidences of bullying, harassment or discrimination should be recorded in CPOMS and details will be added to the bullying log in the noticeboard folder of the staff shared area.

Sanctions

Sanctions will be imposed on students who are found, following an investigation, to have bullied. These will vary according to their severity. In deciding about giving a sanction any special educational needs, disabilities, gender and cultural differences which may be relevant will be considered.

Sanctions may include but are not limited to:

- the bully will usually have to apologise to the victim;
- parents will be informed;
- an official warning may be given;
- A school detention may be issued
- Students may be temporarily excluded.

- In cases of extreme and/or persistent bullying a student may be asked to leave the school permanently
- In the case of discriminatory behaviour the student will be encouraged to undergo a learning programme

Everyone involved has the responsibility to help the bully change their behaviour. In addition, the victim may need help to deal with their feelings and to understand and overcome their vulnerability.

Review

When bullying has been reported and action taken to prevent it, the situation will be monitored by relevant staff. All incidents will be logged on CPOMS and the bullying log. These records are monitored by the Deputy Head (Pastoral), who is also the DSL. Each half term the pastoral deputy will liaise with heads of year to review the log and identify any trends or concerns and will report these to the Deputy Head and the Headmistress, as well as sharing this with the Safeguarding Governor each term.

APPENDIX 1: Example of notice to be displayed in houses and form rooms



Appendix 2: Concerns, Problems and Complaints (displayed in houses and form rooms)

We all have problems and difficulties from time to time and it is important that we learn to address them and find means of solving them. You should always try to talk to someone about any problem which is making you unhappy.

The difficulties can range from concerns about minor matters to serious problems about work or relationships with staff or fellow students. A situation may arise when there is cause for serious complaint about unfair treatment, infringement of the rights of the individual or even abuse.

Informal procedure

Minor concerns should normally be talked through with your form tutor, housemistress or housemaster, or another relevant member of staff. If you feel that it is a general issue, not merely a personal one, it can be discussed in the school forum.

Your friends or an older student may be able to help, but sometimes you will need the help of an adult. In school, your housemistress/housemaster, their deputy, your form tutor, the headmistress, deputy head or any member of staff to whom you feel you can talk comfortably will always listen to you. Concerns or problems revealed in this way will **not** be openly discussed in the staff room.

Equally, you may find it more appropriate to talk to your parents, staff in the Health Centre, the school counsellor or the chaplain.

If you wish to talk to someone independent of school, you could contact any of the people or organisations listed below. Gill Longman is an independent listener who lives locally, but has no formal connection with the school:

Gill Longman (independent listener):	07711 269020
Childline:	0800 1111
NSPCC Helpline:	0808 800 5000
Independent Schools Inspectorate:	020 7600 0100
Office of the Children's Commissioner:	0800 528 0731

Formal complaints procedure

If something is causing you such serious worry that you wish to make a formal complaint, you should set out in writing the grounds for your complaint, sign it and give it to the headmistress, deputy head or head of boarding.

If you have a more formal complaint or concern, you can email the
headmistress: gandeej@stswithuns.com
deputy head: yatesg@stswithuns.com
head of boarding: ludlowa@stswithuns.com

Once the complaint has been formally made, the member of staff with whom it has been lodged will:

- a) investigate fully the factual basis of the complaint;

- b) interview other individuals involved to get an overall view of the perceptions and points of view which may be influencing the matter;
- c) have a second meeting with the complainant to discuss the results of a) and b).

This meeting will be as soon as is reasonably possible and a record of the discussion will be agreed by both parties. You may bring a friend or other independent person with you to either or both of the meetings. If the complaint is of a serious nature, it may be necessary to ask an independent person to investigate it. This may be done at the request of the complainant or senior staff member.