St. Andrew's School

A school with Quaker values

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Anti-Bullying
Policy

Last reviewed date:
Adopted by Trustees date:
Next review date:

Anti-Bullying Policy – Statement

St. Andrew's School aims to nurture those qualities perceived to represent 'that of God in everyone' by maintaining a culture in which all the community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential wherever it may lie; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected. The school aims to provide pupils with a thirst for lifelong learning and an appreciation of, and active concern for, their immediate environment and the wider community.

Aims

As a school with Quaker values our aim is to encourage pupils to exercise self-discipline, showing respect to all, regardless of their status.
All members of the school community are expected to act responsibly, show courtesy, respect diversity and to promote positive behaviour.

Objectives of this Policy

All trustees, teaching and non-teaching staff, pupils and parents should be aware of the school's anti-bullying policy and have an understanding of what bullying is and should follow the policy when bullying is suspected.
All pupils and parents should know what the school policy is on bullying, and what they should do if disrespectful behaviour or bullying arises.
As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when disrespectful behaviour or bullying is reported.
Anti-social behaviour will result in action that is swift, firm but sensitive, considering the impact on the individual and the community.
The strong Quaker ethos of the school helps to provide an open and caring atmosphere where positive relationships and self-image are naturally encouraged. Pupils are encouraged to be reflective, take responsibility for their actions and consider the effect of their actions on others.

Policy

The school aims to create an environment that is free from bullying and promotes behaviour that is respectful. In the Quaker way we hope that all pupils will 'let their lives speak' being part of a school community where all feel valued.

Objectives

To encourage a school where independence is celebrated and individuals can flourish without fear.
To commit to providing a caring, friendly and safe environment so pupils can learn in a productive and secure atmosphere.
To outline behaviour that is both socially and morally unacceptable, and to encourage anyone who knows that bullying is happening to tell staff.

What is Bullying?

Behaviour which makes other pupils feel vulnerable, uncomfortable or threatened, (whether this is intended or not); this can be described as bullying. It may be behaviour repeated over time or a 'one off' incident that is serious.
Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It may also occur directly or indirectly through cyber-technology.
Bullying can be:

- emotional
- being unfriendly, excluding, tormenting (eg threatening gestures), 'put downs', pushing, kicking, hitting, hiding belongings, punching or any use of violence, racial taunts, graffiti, gestures, or relating to someone's cultural or religious belief
- physical
- racist
- religious
- homophobic because of, or focussing on the issue of sexuality or related to the person's sexual orientation
- verbal
- cyber
- name-calling, sarcasm, spreading rumours, teasing
- all areas of internet, such as email and internet chat room or social network misuse: mobile threats by text messaging and calls: misuse of associated technology, eg. camera and video facilities. This is a particularly powerful and invasive form of bullying
- related to a person's gender or gender re-assignment
- talking to or touching someone in a sexually inappropriate way
- related to a disability, learning difference, health or appearance
- sexist
- sexual
- SEN and disability
- difference
- bullies will often target victims who are different – this might be because a pupil is adopted or is a carer;
- persuading or forcing others to adopt radical views or take radical actions.

Such bullying will be dealt with according to government "Prevent" guidelines.
Members of staff will be alert to the possibilities of bullying for any reason and in any form.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- begs to be driven to school
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated by contacting the school.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.
Schools have a responsibility to respond promptly and effectively to issues of bullying.
The consequences of bullying can last for many years, can undermine a person's confidence for life and can lead to lasting psychological damage.
There are criminal laws which apply to harassment and threatening behaviour, and schools have a responsibility to report signs of radicalisation.
Pupils who see or experience bullying should:

- speak to someone; do not keep quiet about it
- tell an adult
- be confident we will deal with the bullying when we know about it
- get support so you feel safe again
- ask for support to rebuild confidence and resilience
- ask for support from others like friends or older pupils
- remember that all have a responsibility to ensure that socially unacceptable behaviour does not continue
- remember that standing by and letting bullying continue is encouraging or condoning the actions of the bully

Pupils who engage in bullying behaviour need to be aware that:
Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
They will need to learn to behave in ways that do not cause harm in future.
They learn how they can take steps to repair the harm they have caused.
Strong sanctions, such as exclusion, maybe necessary in cases of severe and persistent bullying.

The Headteacher, Trustees and all school staff must:

- develop whole-school policies that meet the law and school inspection requirements.
- promote a school climate where bullying and violence are not acceptable.
- take seriously any incidents of a racist nature, and record them separately in the 'Racial Incident Log File' (Appendix A) kept in the Headteacher's office.
- address school-site issues, promote safe play areas and safe use of the internet, mobile phones and other electronic devices.
- work in partnership with parents, and with Children's Services to promote safe communities.
- take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying.
- be aware of the importance of modelling positive relationships.
- ensure that curriculum opportunities are used to address social respect issues.
- ensure pupil-support systems are in place to prevent and respond to all bullying, including cyber bullying.
- positively encourage and celebrate success and create a 'culture of caring' by all in the community.
- remember that bullying may happen outside school premises. Headteachers have a statutory power to discipline pupils for poor behaviour outside of the school premises. (Education and Inspections Act 2006). This can relate to any bullying incidents occurring anywhere off the school premises.
- use data systems (School Pod) to gather useful information about anti-social behaviour and data is used for monitoring and evaluation, and sharing with the school community.

For Staff (directly involved in an incident)

When suspected bullying is identified or repeated, action must be taken as soon as possible so that the victim feels supported and reassured.

Written accounts of the reported incidents should be made, under supervision, by all involved: the victim, the person accused, and any witnesses to the incident.

The victim should be reassured and helped to feel safe.

Depending on the seriousness of the incident all relevant staff should be informed.

Parents may be involved depending on the seriousness of the incident, should there be a recurrence they are usually contacted.

Pupils who bully will be helped to manage their behaviour, but extreme or persistent bullying is likely to result in a period of suspension or even permanent exclusion.

Notes of the incident and actions taken must be recorded promptly on the schools management information system 'School Pod' and shared with those 'who need to know'.

Bullying can become a Child Protection issue and safeguarding issues must be brought to the attention of the Designated Safeguarding Lead and Senior Staff.

Bullying is not a criminal offence but it is important to remember that some types of harassing or threatening behaviour or communications could be a criminal offence. Staff should seek guidance from the Senior Team if they believe this is the case. The Headteacher will seek assistance from the police if they feel this is the appropriate action.

For Parents

- if you think your child may be being 'bullied', please let us know straight away. Be assured that we will deal with it in a sensitive but firm manner.
- if we discover that your child is being 'bullied' or is in fact 'bullying' others, we will contact you and we will discuss together how the situation can be improved.
- we hope parents will support the school and their child in challenging poor behaviour.
- we hope that parents will discuss with their children safe use of mobile phones and the internet, as well as keeping themselves safe.

As a small community we are all aware of the need to work together to maintain the core values of our school.

Outcomes

- The bully (bullies) will be asked to genuinely apologise. Other sanctions or community service may take place.
- Pupils may be asked to show electronic messages to a member of staff or electronic devices may be confiscated in order to investigate suspected bullying.
- In serious cases, suspension or even exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, incidents will be monitored, as far as possible, to ensure repeated bullying does not take place.
- The incident will be recorded on the school records.
- Any incident of a racist nature is recorded in the 'Racial Incident Log'.
- Any suspected abuse is reported to the Designated Safeguarding Lead.

Prevent and Radicalisation

St Andrew's School seeks to promote tolerance and understanding; in welcoming pupils of all faiths and none. We want to build and sustain a community in which ideas, beliefs and minds can flourish. In the same way that we do not seek to force our Quaker faith onto others, we have regard to the guidance of the Prevent Strategy to deal with the risk of radicalisation, which remains low at St Andrew's School. There have been no previous incidents of radicalisation at the school.

Staff are trained to understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism.

We ensure staff have the knowledge and confidence to identify pupils at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

Key staff are trained in Prevent and Channel Duty.

We ensure staff know where and how to refer pupils for further help.

We work in partnership with other agencies: co-operate productively, in particular, with local Prevent co-ordinators, the police and local authorities, and existing multi-agency forums.

We ensure that safeguarding arrangements take into account the policies and procedures of the Norfolk Safeguarding Children Board (NSCB).

We share information appropriately to ensure, for example, that people at risk of radicalisation receive appropriate support.

We assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

We build resilience to radicalisation. We promote "Fundamental British Values", and wider human rights and international values, through the curriculum and through social, moral, spiritual and cultural education.

We equip pupils with knowledge, skills and understanding to prepare them to play a full and active part in society;

We ensure our school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

We safeguard and promote the welfare of pupils. Robust safeguarding policies are in place to identify pupils at risk, and we intervene as appropriate by making referrals as necessary to Channel or Children's Social Care.

We ensure the suitability of visiting speakers, whether invited by staff or by pupils themselves, and ensure that visiting speakers are appropriately supervised.

We ensure pupils are safe from terrorist and extremist material when accessing the internet in school, including by ensuring suitable filtering is in place. Internet safety is integral to the ICT curriculum.

St. Andrew's School's Guide to Cyberbullying

Cyberbullying is when a person or a group of people uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. It is AGAINST THE LAW to bully someone in this way. Something can be done to stop it – so if it is happening to you, tell someone.

- Emails sent to teachers or other professionals should have the tone and content of a professional exchange and not be too informal or personal. Use your school email address.
- Photos and comments posted on social networking sites are PUBLIC DOCUMENTS.
- Employers and universities do frequently check these sites. Make sure you use the highest security settings.
- Always respect others; be careful what you say online and what images you send.
- Cyberbullying will be taken seriously by the school.
- Think before you send or post on a social networking site; whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush; keep it to yourself. Only give your mobile number or personal website address to trusted real friends.
- Block the bully; learn how to block or report someone who is behaving badly, visit the Child Exploitation and Online Protection site (ceop.police.uk).
- Never retaliate or reply, you could end up in trouble too! DO tell a trusted adult or older pupil.
- Save evidence; keep records of offending messages, pictures or online conversations.
- Call a helpline like ChildLine on 0800 1111 in confidence; check the website to see where to report incidents; your school; your teacher or the Headteacher can help you.
- If you know cyberbullying is going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Additional help is available from www.thinkyouknow.org.uk and
NSPCC 0808 800 5000
REPORT IT, FLAG IT, AND TALK TO SOMEONE ABOUT IT.
Help organisations:
Advisory Centre for Education (ACE) 0300 0115142
Children's Legal Centre 0345 3454345
KIDSCAPE Parents Helpline (Mon-Fri, 10-5) 0207 8235430
Family Lives 0808 8002222
Bullying Online (www.bullying.co.uk) 0808 8002222
Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.
Samaritans – 116 123
jo@samaritans.org
Please also see Safeguarding policy.

Appendix A

Racial Incident Monitoring Form

Incident reported by		Position in school	
Incident reported to		Position in school	
Date:	Date of incident:		Term:

Section 1 – Details of those involved in the incident

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

Victim	Perpetrator
Name: _____	Name: _____
Pupil at school? Yes ☐ No ☐	Pupil at school? Yes ☐ No ☐
If yes, Year Group? _____	If yes, Year Group? _____
Member of staff or Trustee? If yes, please give status _____	Member of staff or Trustee? If yes, please give status _____
Pupil from another school? Yes ☐ No ☐	Pupil from another school? Yes ☐ No ☐
Other (specify, e.g. parent or visitor)	Other (specify, e.g. parent or visitor)
Involved in previous incidents? If yes, How many and when? _____	Involved in previous incidents? If yes, How many and when? _____
Ethnicity (for pupils only, from pupil records) _____	Ethnicity (for pupils only, from pupil records) _____
Gender M ☐ F ☐	Gender M ☐ F ☐

Section 2 - Details of Incident

Location: _____

Type of incident

Name calling	Threatened assault
Verbal abuse	Attack(s) on property
Physical abuse	Abuse by electronic means (text, social media)
Refusal to cooperate due to religious or cultural differences	Socially isolated
Graffiti	Other (please specify)

Please describe briefly what happened.

_____

_____

_____

_____

Section 3 Action to be taken to deal with the incident and details of support offered to victim and perpetrator

What action(s) was/were taken to deal with the incident?

- Warning to the perpetrator
- Discussion with the victim's parent/carer
- Discussion with the perpetrator
- Discussion with the perpetrator's parent/carer
- Restorative justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify) ……………………………………………………….
- Other action (please specify) ………………………………………………………
- No action

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

_____

_____