

# St Andrew's School

*A school with Quaker values*

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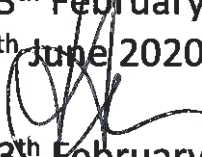
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The St Andrew's School Trust is a Registered Charity No. 1129232

## Anti-Bullying Policy

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Last reviewed date:	13 <sup>th</sup> February 2020
Adopted by Trustees date:	8 <sup>th</sup> June 2020
Signed by Chair of Trustees:	
Next review date:	13 <sup>th</sup> February 2021

The St Andrew's School Trust is a Registered Charity No. 1129232

Registered Office as above. Registered in England and Wales

Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones

Mr C Johnson, Mrs J Davis, Mrs R Robinson.



## Anti-Bullying Policy – Statement

At St Andrew's School we share a Quaker ethos and as such we look for in ourselves, and each other, acceptable behaviour that must be within the limits of the law and that protects all members of the community.

For this reason the school's approach to discipline is designed to encourage individuals to appreciate the need for agreed standards and rules of behaviour, apply self-discipline and personal responsibility. The school sets out to enable all students to recognise their own talents and to help them realise their potential and to meet the educational and pastoral needs of all students by ensuring a secure setting in which they will feel valued and respected

## Aims

As a school with Quaker values our aim is to encourage students 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, students, parents and carers 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 students, parents/carers 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, and students parents/carers understand that they will be supported when disrespectful behaviour or bullying is reported.

Anti-social behaviour will result in action that is firm but sensitive, considering the impact on the individual and the community.

The Quaker ethos of the school helps to provide an open and caring atmosphere where positive relationships and self-image are naturally encouraged. Students are encouraged to be reflective, take responsibility for their actions and consider the effect of their actions on others.

## 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 students 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?

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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. Preventing and tackling bullying (Department of Education (DfE) July 2017)

## Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. 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.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile device, 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 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.

<sup>1</sup> 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.

<sup>1</sup> Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

## Preventing and tackling bullying (DfE July 2017)

Bullying can include the following, although this is not mutually exclusive.

### Physical

Kicking or hitting; prodding; pushing or spitting; offensive gestures; intimidating behaviour; damaging or removing property; invasion of personal space; extortion; coercion; other forms of persistent physical assault.

### Verbal/psychological

Threats or taunts; shunning/ostracism; name calling; verbal abuse; innuendo; spreading of rumours; glaring; making inappropriate comments in relation to appearance.

### Racist

Physical, verbal, written, on-line or text abuse; ridicule based on differences of race, colour, ethnicity, nationality, culture or language; refusal to co-operate with others on the basis of any of the above differences; stereotyping on the basis of colour, race, ethnicity etc.; promoting offensive materials such as racist leaflets, magazines or computer software.

### Faith-based

Negative stereotyping; name-calling or ridiculing based upon religious persuasion or identity.

### Sexist

Use of sexist language; negative stereotyping based on gender

### Sexual

Unwanted/inappropriate physical contact; sexual innuendo. Suggestive propositioning; distribution/display or pornographic material aimed at an individual; graffiti with sexual content aimed at an individual. Putting pressure upon someone to act in a sexual way.

### Homophobic/Transgender

Name-calling, innuendo or negative stereotyping based on sexual orientation or perceived sexual orientation; use of homophobic language.

### SEN/disability

Name-calling, innuendo or negative stereotyping based on disability or learning difficulties; excluding from activity on the basis of disability or learning difficulty.

### Gifted/Talented

Name-calling, innuendo or negative peer pressure based on high levels of ability or effort; ostracism resulting from perceptions of high levels of ability.

### Cyber

Abuse on-line or via text message; interfering with electronic files; setting up or promoting inappropriate websites; inappropriate sharing of images from webcams/mobile devices, etc.; interfering with e-mail accounts.

- Bullying of young carers or looked after children or otherwise related to home circumstances
- 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.

### **Criminal law**

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 school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. Preventing and tackling bullying (DfE July 2017)

## **Signs and Symptoms**

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs:

- 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 device
- 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. Students 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.

Students 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 students
- 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

Students 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.

### **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 Monitoring Form' (Appendix A) kept in the staff room.
- address school-site issues, promote safe play areas and safe use of the internet, mobile 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 student-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 students 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.

Students 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 Management Team.

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 Management 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 devices 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.
- Students 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 exclusion will be considered.
- If possible, the students 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 Monitoring Form file'.
- Any suspected abuse is reported to the Designated Safeguarding Lead.

## Prevent and Radicalisation

St Andrew's School seeks to promote tolerance and understanding in 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 impose 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 students 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 students 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 students 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 students 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 students. Robust safeguarding policies are in place to identify students 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 students themselves, and ensure that visiting speakers are appropriately supervised.

We ensure students 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 Cyber-bullying

Cyber-bullying is when a person or a group of people uses the internet, mobile devices 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.
- Prospective 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.
- Cyber-bullying 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](http://ceop.police.uk)).
- Never retaliate or reply, you could end up in trouble too! DO tell a trusted adult.
- 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 cyber-bullying 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](http://www.thinkyouknow.org.uk) and NSPCC 0808 800 5000

Advisory Centre for Education (ACE) 0300 0115142

Children’s Legal Centre 0345 3454345

Parents advice line (Mon-Fri, 10-5) 0207 8235430

Family Lives 0808 8002222

Bullying Online ([www.bullying.co.uk](http://www.bullying.co.uk)) 0808 8002222

Samaritans – 116 123 [jo@samaritans.org](mailto:jo@samaritans.org)

Contact ChildLine:

<http://www.childline.org.uk/Pages/About.aspx> or call: 0800 1111

Young Minds tele 02070895050



# 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: _____
Student at school? Yes <input type="checkbox"/> No <input type="checkbox"/>	Student at school? Yes <input type="checkbox"/> No <input type="checkbox"/>
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 _____
Student from another school? Yes <input type="checkbox"/> No <input type="checkbox"/>	Student from another school? Yes <input type="checkbox"/> No <input type="checkbox"/>
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 students only, from student records) _____	Ethnicity (for students only, from student records) _____
Gender M <input type="checkbox"/> F <input type="checkbox"/>	Gender M <input type="checkbox"/> F <input type="checkbox"/>

**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.**

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**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)?**

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Signed by person reporting the incident.....

