



## **SOCIAL RESPECT POLICY**

**(anti-bullying policy, including the Prevent Strategy)**

<b>Drafted by:</b>	<b>Tracy Knowles (Designated Safeguarding Lead)</b>
<b>Committee Member Responsible:</b>	<b>Maggie Guy</b>
<b>Committee Responsible:</b>	<b>School Life Sub-Committee</b>
<b>Reviewed by:</b>	<b>Tracy Knowles</b>
<b>Adopted by Committee:</b>	<b>September 2010</b>
<b>Last reviewed:</b>	<b>March 2022</b>
<b>Date of next review:</b>	<b>September 2023</b>

## Social Respect Policy 2022

### General statement

Sibford School is committed to providing its pupils with a caring, happy Quaker School environment within which every child can flourish, allowing them to live their lives to the full in as many spheres as possible and recognising ‘that of god in everyone’. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

This policy is deliberately termed Social Respect to foster our Quaker ethos and frame behaviour in a more positive light. However, for simplicity and clarity, the term ‘bullying’ is used throughout.

Sibford School will not accept bullying in any of its forms.

This Social Respect Policy exists to help prevent and combat bullying, promote welfare and allow all members of the school community to live as one together. All parents, pupils and staff of the school should be aware that bullying thrives in a climate of secrecy. It is deliberate and sly. Prevention of bullying comes first, followed by intervention to deal with any incidents that do occur.

### Aims

- To ensure a safe environment for all students
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school , where pupils can flourish without fear
- To establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and to take action when it occurs by preventing or responding appropriately to it.
- To support victims and perpetrators of bullying.

### Objectives

- To ensure that all pupils, parents and staff can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff training to maintain the high profile of the social respect policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PSHE programme

- To confirm frequently that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done
- To work with other professional agencies when necessary, to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper “Every Child Matters” 2003, the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2013, updated 2017, The Prevent Duty June 2015, updated 2021, DfE Advice Behaviour and Discipline in Schools 2013, updated 2022 and Keeping Children Safe in Education 2018 updated, 2022.

### **Definition of Bullying**

What is bullying? Bullying is when a child deliberately uses their power over another to make them feel bad. It is deliberate and sets out to hurt, humiliate or harm another. Bullying (including child on child abuse) is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally.

### **Who is involved in bullying?**

Incidents of bullying generally involve three different participants:

- Initiator – those doing the bullying
- Targets – those being bullied
- Bystanders – those who witness the bullying. A bystander can be in person or online. There are four different types of bystanders:
  - Supporters (reinforcer): do not actively attack the target, but give positive feedback to the initiator, providing an audience by laughing, cheering, and/or making other encouraging gestures
  - Followers (assistant): do not initiate, but take an active role in helping/promoting the bullying such as blocking exits, interfering in attempts to stop the behaviour
  - Outsiders: stay away, do not take sides with anyone or become actively involved, but allow the bullying to continue. Their silent observation (watching, nodding, turning a blind eye) encourage the bullying behaviour to continue and could be interpreted as approval
  - Upstanders: dislikes the bullying and tries to help the target by intervening, getting teacher support, reporting the incident of bullying, or providing direct support to the target

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming or the internet), and is often motivated by prejudice against groups, with protected characteristics for example on grounds of race, religion, gender, sexual orientation, 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 our school's first priority, but emotional bullying can be more damaging than physical; teachers in our school have to make their own judgements about each specific case.

#### What bullying is not:

A one off argument, fall-out or fight. A friend sometimes being nasty . An argument with a friend. This type of behaviour will be handled in accordance with our 'Behaviour Policy', as part of our early intervention, prevention strategy.

#### Different forms of bullying

Physical: hitting, pushing, kicking, taking belongings

Verbal: name calling, comments,/abusive language.

Prejudice: negative actions regarding race, religion, disability, gender, colour.

Indirect: spreading rumours, leaving a person out of groups.

Cyber: by text, email or social media. This is a particularly powerful and invasive form of bullying.

Emotional: making someone feel inferior or worthless; put downs

Sexist: related to devaluation or discrimination based on a person's sex, gender or gender reassignment

Sexual: unwanted physical or verbal comments or sexually abusive, sexual harassment.

SEND: related to a disability, learning difficulty, health or appearance

Difference: simply anything that may mark a pupil out as different. At Sibford we celebrate difference and individuality.

Pressure: persuading or forcing others to adopt different, perhaps radical views. This will be dealt with under the Prevent duty.

#### Signs of bullying :

These are limitless and the Safeguarding Policy offers a more thorough list of signs . However, at Sibford, we know our pupils so well that we simply look for changes . Change can be in mood, presentation, behaviour, can be verbal or non-verbal, but we investigate change through our strong relationship base.

### Why children bully

They want to be in with the 'gang'. They are jealous of someone. It makes them feel powerful. It gets them what they want. They are having problems in their own life making them feel bad. They are being bullied themselves.

### As a parent, what should you do if you think your child is being bullied

- Listen calmly to your child. Reassure your child they will be taken seriously.
- Make a note of what your child says has happened.
- Talk in the first instance to your child's class teacher/tutor as soon as possible.
- Keep a log of all further incidents your child tells you about.
- Be patient and allow the school to investigate and deal with the issue. Bullying can be difficult to detect so staff may not be aware of any incidents.
- Model non-bullying behaviour yourself.
- Parents should not encourage retaliation, confront other children or parents. Nor should parents take out their frustrations on school staff.
- Please do not keep your child away from school.

### Advice for pupils:

- Talk to someone you trust and get them to help you take the right steps to stop the bullying.
- Tell someone if ever you feel you have been subjected to hurtful treatment or words.
- Tell someone if ever you witness someone else being subjected to hurtful treatment or words. This is not 'dobbing'. It's not 'grassing'. It is being a responsible member of a caring community.
- If you do not tell someone who is in a position to help, the problem is unlikely to go away.
- If you do tell someone, you put the School in a position to do something to help. By telling someone, the bully's cover is blown as they are exposed and have nowhere to hide. You help stop recurrences of bullying in your own regard and generally.

### If you feel you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear. Look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil.

If you have been bullied:

- Tell a teacher or another adult
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

The school's commitment to a proactive approach.

We strongly believe that a proactive, preventative approach is the most effective strategy in combatting bullying. Creating an environment conducive to the conditions in which bullying thrives is key. We teach our pupils to be caring, considerate individuals who embrace the differences of one another. Our children learn how it is good to have different opinions and beliefs to others and that the opinions and beliefs of others should be respected.

PSHE, the school curriculum and Meeting for Worship, reaffirm our zero tolerance of bullying and the importance of building and managing relationships with everyone.

Periodically we run surveys and working groups and involve the Student Forum in creating policy and planning anti-bullying events.

Staff are regularly trained through Pastoral Board and Staff Meetings and Whole School Inset about the importance of the school's value system in relation to anti bullying; how to recognise and how to deal with child on child behaviours.

Our children are aware that bullying has no place at Sibford

Actions:

- All reported cases of bullying will be investigated and recorded along with actions taken and supportive future actions as required. These will be added to SIMS and/or CPOMS and parents and authorities will be informed if required.

Sanctions

Sibford School will always endeavour to support both victims and perpetrators of bullying. Sanctions for perpetrators ,however , are likely to be severe. Please see Sibford School's Behaviour Policy for more details.

Child on Child incidents are some of the worse that can take place in our community and will not be tolerated. These will be treated as safeguarding issues and will be guided by the principles established in KCSIE and enshrined within our Safeguarding /Child Protection policy.

### **Prevent and Radicalisation**

Sibford School seeks to promote tolerance and understanding; in welcoming children of all faiths and of 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.

- 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 children 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.
- All staff are trained in Prevent and Channel Duty.
- We ensure staff know where and how to refer children and young people 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, for example Community Safety Partnerships.
- We ensure that safeguarding arrangements take into account the policies and procedures of the Oxfordshire Safeguarding Children Board (OSCB).
- We share information appropriately to ensure, for example, that people at risk of radicalisation receive appropriate support.
- We assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- We build resilience to radicalisation. Within our Quaker values we naturally embrace and 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 children. Robust safeguarding policies are in place to identify children 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 children themselves, and ensure that visiting speakers are appropriately supervised.
- We ensure children 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 and is embedded in PSHE and our school ICT policy.

### **Sibford 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 carry out bullying behaviour towards 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, download the CEOP report button.
- Never retaliate or reply, you could end up in trouble too! DO tell a trusted adult or older student.
- 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 <https://www.childline.org.uk/>; your school; your teacher or the Assistant Head (Pastoral) 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 <https://www.thinkuknow.co.uk/> and **NSPCC 0800 800 5000** <https://www.nspcc.org.uk/>

**BLOCK IT, REPORT IT AND TELL SOMEONE ABOUT IT**



**Help organisations:**

- Advisory Centre for Education (ACE) <http://www.ace-ed.org.uk/>
- Children’s Legal Centre <https://www.childrenslegalcentre.com/>
- KIDSCAPE <https://www.kidscape.org.uk/>
- Family Lives <https://www.familylives.org.uk/>
- Youth Access <https://www.youthaccess.org.uk/>
- Bullying UK <https://www.bullying.co.uk/>
- Samaritans <https://www.samaritans.org/>
- Childline <https://childline.org.uk>
- Antibully Pro: <https://www.antibullyingpro.com/>

Please read this policy with the e safety policy and the safeguarding and child protection policy

Annex:

Child friendly social respect policy drafted by Student Forum