



SOCIAL RESPECT POLICY

(anti-bullying policy, including the Prevent Strategy)

Drafted by:	Maggie Guy (Designated Safeguarding Lead)
Committee Member responsible:	Richard Bee
Reviewed by:	School Leadership Team
Adopted by Committee:	September 2010
Last reviewed: (date)	April 2018
Date of next review:	February 2019
Signed:	Seren Wildwood <i>Clerk of School Committee</i>

Social Respect Policy – Statement

Sibford 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 Quaker school 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 members of Sibford school Committee (governors), teaching and associate staff, pupils and parents should be aware of the school's Social Respect Policy and have an understanding of what bullying is.

The Social Respect Policy refers throughout to 'bullying' behaviour; however we have deliberately titled our school policy in a more positive way. Rather than publishing an anti-bullying policy, we aim to provide a policy which promotes social respect and positive behaviour, but also recognises the harm caused by bullying behaviour.

All Committee members and teaching and associate staff should know what the school policy is on Social Respect and bullying and follow it when suspected bullying is reported.

All pupils and parents should know what the school policy is on Social Respect and bullying, and what they should do if disrespectful behaviour or bullying arises.

As a school we take Social Respect and 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.

This policy was drawn up with regard to 'Preventing and Tackling Bullying 2014', 'Cyber Bullying – guidance for headteachers and school staff 2014' and with respect to 'Equalities Act 2010'. It should also be read in conjunction with the Safeguarding Policy.

Social Respect 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.

To foster our three fundamental principles of resilience, relationships and respect.

What is Bullying?

Behaviour which intentionally makes other pupils feel vulnerable, uncomfortable or threatened, can be described as bullying. It may be behaviour repeated overtime 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 occur directly or indirectly through cyber-technology.

Not all unacceptable behaviour is bullying. People can say and do things that are hurtful through thoughtlessness. Such incidents are still unacceptable but may be treated as a one off, subsequent behaviour will be considered a serious breach of acceptable behaviour.

Bullying can be:

<u>Emotional</u>	being unfriendly, excluding, tormenting (eg threatening gestures), 'put downs'
<u>Physical</u>	pushing, kicking, hitting, hiding belongings, punching or any use of violence
<u>Racist</u>	racial taunts, graffiti, gestures, or relating to someone's cultural or religious belief
<u>Homophobic</u>	because of, or focussing on the issue of sexuality or related to the person's sexual orientation.
<u>Verbal</u>	name-calling, sarcasm, spreading rumours, teasing
<u>Cyber</u>	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.
<u>Sexist</u>	related to a person's gender or gender re-assignment.
<u>Sexual</u>	unwanted physical contact or sexually abusive/inappropriate comments.

SEN and Disability related to a disability, learning difference, health or appearance.

Difference Bullies will often target victims who are different – this might be because a child is adopted or is a carer;

Pressure 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.

Bullying incidents that take place out of the school environment but involve pupils of the school will be covered by this policy.

Signs and Symptoms

A child 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 child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual route
- 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.
- is isolated from others in the boarding house or tutor group.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated by contacting the school. In the first instance parents should contact their child's tutor or house parents if it is a boarding issue.

Why is it important to respond to bullying?

- Bullying is a very serious matter and can cause lasting physical and emotional damage.
- 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.

What is not bullying

It is important to recognise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the community. It can be harmful to use the word 'bully' particularly if the evidence is inconclusive.

The following is a non-exhaustive list of behaviours that are not, in isolation, bullying behaviour:

- Not liking/being liked by someone
- Being excluded from play where there is no intention to humiliate or emotionally harm someone
- Accidentally bumping into someone
- Assertiveness
- Arguments
- Joking
- Expression of negative thoughts about others. This must be discouraged and enshrined in appropriateness but is not bullying per se.

Advice for students

What to do if you are feeling bullied

Sibford School will not tolerate bullying.

You do not have to put up with it. We will help you to stop it. You should feel free to speak to your parents or guardians or any member of staff in Sibford School if you feel bullied or you see someone being bullied. Don't be afraid to tell someone. Watching can suggest support for the bully. Don't put up with bullying behaviour in your friendship group. Bullies often stop if they see their friends don't approve.

Contact any member of staff. Key people are:

- your tutor
- your Head of Year
- the Wellbeing Coaches
- the School Nurse
- the House Staff

Pupils who engage in bullying behaviour need to be aware that:

- Sanctions and reflective learning strategies hold them to account for their behaviour and help them to face up to the harm they have caused. (See school behaviour procedures).
- They will need to learn to behave in ways that do not cause harm in future.
- They will need to learn how they can take steps to repair the harm they have caused.
- Strong sanctions, including suspension and, ultimately exclusion, maybe necessary in cases of severe and persistent bullying.

The Head, Committee 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' kept in the Head'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.
- Remember that Meeting for Worship provides a quiet time for personal reflection and promotion of social respect.
- Assist Student Forum in forming guidelines for acceptable behaviour.
- Ensure that curriculum opportunities are used to address social respect issues. (PSHE, drama, current affairs, etc.)
- 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. Head teachers 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 (SIMS notes) gather useful information about anti-social behaviour and data are used for monitoring and evaluation, and sharing with the school community.

Staff procedures for dealing with bullying

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, action will be taken immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded by the person who has witnessed the bullying incident or who has been approached about the problem and a report will be filed on SIMS or Oxfordshire County Council (OCC) form which will be used to monitor the incident and stored centrally to aid the identification of patterns of bullying behaviour in school.
- The incident will be reported to the most appropriate person, who will then be identified as the individual in charge of the investigation. This could be a tutor, class teacher, year head, the designated safeguarding lead or the Head. In most instances it will be the child's tutor who will take the lead at the Senior School and the class teacher at the Junior School. The matter will be allocated to more senior pastoral staff as appropriate.
- A record will be kept of interviews.
- Tutors, class teachers, year heads, and boarding house parents will be kept informed, as appropriate and if the problem persists the appropriate subject teachers will be advised of the situation.
- When behaviour is identified as bullying, parents of all pupils concerned will be informed and may be asked to come into school to discuss the problem
- A record of the bullying behaviour and the way it was handled will be kept in a central file. The Senior School and the Junior School each has a file pertaining to incidents which relates to their respective students. Those records are reviewed regularly to identify patterns of bullying and to guide school policy and procedures.

Bullying and the curriculum

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PSHE, Tutor Time, Meeting and subject areas, as appropriate, in an attempt to eradicate such behaviour. From time to time students will be asked to participate in surveys and questionnaires, working groups and other activities designed to allow them to express their opinions on bullying in the school and to help train and educate them in anti-bullying matters where appropriate. Meeting for Worship focuses on our three fundamental principles of resilience, relationships and respect.

Staff Training

Regular training is done through tutor time meetings and pastoral board. Information is shared through these meetings and staff briefings as are the names of pupils being mentored.

Support

Pupils who have been bullied will be supported by:

- The offer of an immediate opportunity to discuss the experience with a tutor or form teacher or a member of staff of their choice
- Reassurance that the problem is being taken seriously
- The offer of continuing support
- The offer of Wellbeing appointments if appropriate
- Strategies aimed to restore their self-esteem and confidence
- The offer of parental involvement.

Pupils who have bullied will be supported by:

- Discussion and exploration of what has happened
- Exploration of why they became involved in the bullying incident
- Clarification of what was wrong about their behaviour and why they need to change
- Help to change their behaviour
- Being given opportunities for putting things right.

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 children safe use of mobile phones and the internet, as well as keeping themselves safe and support our 'technology down time'.
- As a small community we are all aware of the need to work together to maintain the core values of our Quaker school.

Outcomes

After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The bully (bullies) may be asked to apologise. If possible, the students will be reconciled. The unacceptable nature of the behaviour will be made clear to the bully and support and help will be offered to the person who has been

bullied as well as to the bully.

Serious sanctions can be applied for bullying behaviour. The following disciplinary steps may be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion.

Prevent and Radicalisation

Sibford School seeks to promote tolerance and understanding; in welcoming children 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 Sibford 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 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.
- Key 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 Local Safeguarding Children Board (LSCB).
- 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 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, 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; your school; your teacher or the Assistant Head (Pastoral) can help you.
- Talk online to cybermentors- volunteers who give advice and support to young people. <http://cybermentors.org.uk>
- 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 0800 800 5000**

REPORT IT, FLAG IT, AND TALK TO SOMEONE ABOUT IT.

Help organisations:

- Advisory Centre for Education (ACE) 0808 8005793
- Children's Legal Centre 0845 3454345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1205204
- Parentline Plus 0808 8002222
- Youth Access 0808 8002222
- Bullying Online (www.bullying.co.uk) 020 87729900
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.
- Samaritans – 08457 909090 jo@samaritans.org

Please also see policies on Safeguarding and ICT