



St Andrew's School, Turi

**Anti-Bullying Policy
(Prep School)**

1. Policy

Policy statement

The School is opposed to bullying of any kind. This policy aims to prevent bullying and ensure that everyone can operate in a supportive, caring and safe environment.

All members of the community, including the Board, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the policy on bullying. Bullying is an antisocial behaviour which affects everyone; it is unacceptable and it will not be tolerated.

Scope

This policy applies to all pupils irrespective of their age and whether or not they are in the care of the School. It provides guidance for all pupils, staff and parents about recognising bullying and what to do if bullying occurs. All Staff are expected to read, understand and implement the policy.

Definition

Bullying is defined as any behaviour by an individual or a group that is deliberately hurtful either physically or emotionally, usually (but not exclusively) repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- Physical (including sexual) assault. (e.g hitting, kicking, spitting, removing belongings, damaging property)
- Verbal abuse (e.g name calling, teasing, insulting, writing notes or making offensive remarks)
- Cyberbullying (e.g the use of ICT/Social Media, particularly mobile phones and the internet, deliberately to upset someone else)
- Exclusion from social groups or spreading malicious rumours

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory, but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, sexist, sexual or which focus on disabilities or other physical attributes.

Specific types of unacceptable behavior include bullying related to:

- Race, religion, belief or culture
- Special educational needs (SEN), learning difficulties, disabilities or health conditions
- Personal appearance or body shape
- Sexual orientation
- Young carers or looked after children or adopted children or other home circumstances

Terminology

In this policy '**School**' refers to the Preparatory School ; '**Head**' refers to the Head of the Preparatory School; '**Deputy**' refers to the Deputy Head (Pastoral) in the Preparatory School; '**Tutor**' refers to those staff who oversee a tutor group in Years 7 or above, or a form in Years 6 or below; '**Staff**'

refers to all those working for or on behalf of the School (including those working on behalf of third party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; 'Parent(s)' includes one or both parents and legal or education guardians.

Regulatory framework

This policy takes account of all relevant legislation. In particular, it acknowledges The Children Act (2010), and has been drawn up following guidance issued by the UK Department for Education 'Preventing and Tackling Bullying' (October 2014).

This policy also takes account of the 'Standards for British Schools Overseas' (November 2016) and the accompanying cited legislation and guidance, particularly 'Keeping Children Safe in Education' (July 2016) and 'Working Together to Safeguard Children' and 'What do you do if you are worried that a child is being abused – advice for practitioners'.

Review

This policy will be subject to biennial review by the Deputy.

2. Roles and responsibilities

The Head

The Head is responsible for:

- Oversight of Stage 2 decisions
- Leading Stage 3 decisions

The Deputy

The Deputy is responsible for:

- Overseeing anti-bullying awareness and measures
- Monitoring instances of bullying, keeping a central register of all instances
- Leading discussion of anti-bullying at Welfare Management Team (WMT)
- Chairing the anti-bullying committee
- Chairing Stage 2 meetings

Houseparents and Key Stage Coordinators

The Houseparents and Key Stage Coordinators are responsible for:

- Reviewing bullying involving children in their Boarding House / Key Stage
- Leading Stage 1 meetings as appropriate
- Making recommendations at Stage 2 meetings

Tutors

Tutors are responsible for:

- Collecting and recording reports of bullying for their tutees

- Reporting bullying to Houseparents, Key Stage Coordinators, Anti-Bullying Coordinator and/or the Deputy

Anti-Bullying Coordinator

The Anti-Bullying Coordinator (ABC) is responsible for:

- Raising awareness of anti-bullying initiatives and policies
- Raising anti-bullying issues and initiatives with the Deputy and WMT
- Chairing the Anti-Bullying Committee

All Members of the School community

Everyone in the community has a responsibility to report any incident of bullying that comes to his/her attention; these reports will always be taken seriously.

3. Principles

There are three main principles on which this policy is based, which are:

- Adopting a serious, vigilant and prompt approach
- Establishing clear and effective systems to deal with instances of bullying
- Prevention of bullying through raising awareness

3.1 Adopting a serious, vigilant and prompt approach

The seriousness of bullying cannot be over-emphasised. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem, and destroys their sense of security. Bullying impacts its victims' attendance and attainment at school, marginalises those individuals or groups who may be particular targets for bullies, and can have a life-long negative impact on young people's lives. At worst, bullying can be a factor in pupil suicide. The School is proactive in looking out for and dealing with bullying effectively.

What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school or school activities.

All members of the community must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Surveys have shown that in the vast majority of bullying incidents, most people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action. This is never acceptable.

3.2 Establishing clear and effective systems to deal with instances of bullying

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should it arise.

If you are the victim:

You should:

- Ignore
- Talk friendly
- Walk away
- Talk firmly
- Report

It is very important that you share what is happening to you with someone else. Ideally, talk to any member of staff or any other trusted adult with whom you feel comfortable.

If you would rather not go straight to a member of staff, talk to your friends or any pupil with a position of responsibility who will listen to you. They may well be able to advise on an appropriate course of action or to involve other people who can. Tell your parents or another family member.

Remember that you can always use the confidential box outside the Deputy's office or use the email address worrybox@turimail.co.ke

Pupil Journals also contain useful guidance on what to do if you feel you are being bullied.

If you witness bullying behaviour

Act! Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.

Take the victim to a trusted adult as described above and reassure them that doing something will make a positive difference, or suggest that you see someone on their behalf.

If you, a member of Staff, witness an incident of bullying or it is reported to you

Reassure and support the pupil involved. Advise them that you are required to pass details on to the relevant members of the pastoral team. This could be either his/her Tutor, Key Stage Coordinator, Houseparent, the ABC or the Deputy depending on the gravity of the incident.

Inform the appropriate member of the pastoral team as soon as possible.

Incidents of a serious nature should be recorded on the 'Notes & Comments' of the Pupil Profile on ISAMS, under the Note Type, 'Bullying'.

The Deputy will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt with.

What will happen

The victim will be interviewed by the appropriate member of the pastoral team and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim will also be given the opportunity to discuss his /her own reactions and behaviour towards the bully. The victim is given support and advice, and counselling is suggested if deemed appropriate.

Management of bullying incidents and sanctions

The punishments for bullying must allow both sides to be aware that bullying is occurring and, if it continues, could be severe. There are therefore three steps to be taken when a case of bullying is discovered and reported.

Stage 1: No blame meeting. This offers a 'no-blame' approach to both parties. The victim(s) and their bully(ies) may have a discussion with a member of staff who would normally be the Tutor, Key Stage Coordinator or Houseparent. This discussion allows both parties to give their opinions and to try to work out a solution which is mutually agreeable. The aim is to allow the bullies to realise that they are causing unhappiness and that their behaviour will not be tolerated. Following this, communication will be made with parents to let them know about the situation and what has been done, and the meeting will be noted on the 'Notes & Comments' of the Pupil Profile on ISAMS.

This stage may be by-passed and sanctions imposed immediately if bullying is found to be clear-cut and serious.

Stage 2: Warning as to future conduct. If, after the above discussion, the bullying continues, it will be assumed that it is deliberate and a more severe approach will need to be taken. Sanctions will depend on the severity of the bullying. Following discussion between the Tutor, Key Stage Coordinator or Houseparent and the Deputy, a formal letter will be sent to parents, along with other sanctions as deemed necessary.

Stage 3: Exclusion. If, after these two steps, the bullying continues, it will be assumed that the pupil has no respect for those around him/her. This will not be tolerated.

It is likely that the Head will require the pupil to leave the School.

It is acknowledged that bullies may have complex reasons for their behaviour and may need help.

It should be recognised that the consequences of being allowed to 'get away with it' can be detrimental to bullies as well as to their victims. All pupils deserve the opportunity to be helped to understand what is acceptable behaviour. There are criminal laws that apply to harassment, assault, distribution of inappropriate images and threatening behaviour.

3.3 Preventing of bullying through raising awareness

The School will raise the awareness of all staff through induction, inset and briefings, and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The ABC will lead in this area.

The pupils' version of this policy will be prominently displayed on notice boards and will be discussed with pupils during tutor-led PSHE sessions. It will be revisited as necessary during PSHE and Tutor sessions and reinforced in other areas of the curriculum.

Reminders of what to do when someone is being unkind and when a pupil feels that they are being bullied are displayed in every tutor/form teacher's room. These are based on the 'Hi 5 Guidelines for dealing with bullying'.

Other specific anti-bullying measures include:

- Anti-bullying committee, with elected representatives from the pupil body
- Anti-bullying days ('Kindness Days')
- Pupil Journals containing an Anti-Bullying statement clarifying procedures
- Focus on developing positive and healthy relationships through the Leadership Principles, especially 'Taking Care of Others' and 'Respecting Others' Opinions'
- The E-Safety Committee and Student Council
- Annual Anti-bullying survey

The record of bullying offences is reviewed regularly by the ABC and Deputy in order to identify patterns, check that the policy is effective and introduce additional initiatives when necessary. Anti-Bullying is also a standing item on the whole school WMT agenda. The WMT meets half termly.

One of the most effective ways to prevent bullying is to celebrate the successes of individuals in a variety of different fields, done in the weekly Head's Assembly and other occasions.

4. Further documentation

Safeguarding and Child Protection Policy
E-safety Policy
Behaviour Policy
PSHE Framework

Compiled by: Deputy (Prep)
Approved by: SEC
Date of review: Trinity term 2017
Date of next review: Trinity term 2019

Signed: _____

Date: _____