St Andrew's

BERKSHIRE

Anti-Bullying Policy

CONTENTS:

1. **PRINCIPLE STATEMENT**

All those at St Andrew's School have the right to enjoy their learning and schooling experience free from intimidation, abuse, or exclusion and all in the community are expected to treat others as they hope to be treated themselves, in an atmosphere of mutual respect. Any actions, behaviour or remarks that hurt others and cause offence are unacceptable, and they will be approached as such.

This policy aims to make clear what constitutes bullying, what can be done to prevent it and how incidents should be dealt with, including sanctions and support for victims of bullying.

This policy applies to all children at St Andrew's, including those in EYFS.

2. **AIMS AND OBJECTIVES**
- To maintain and drive a positive and supportive culture among all pupils (day and boarding) and staff throughout the School.
- To prevent bullying behaviour, detect it when it occurs, and deal with it by support and/or disciplinary sanctions.
- To ensure that all members of the School undertake a personal responsibility not to be involved themselves in bullying and to help eradicate bullying should they become aware of it happening.
- All pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly, sensitively and effectively.

3. **DEFINITION AND UNDERSTANDING**

   a. **Definition**

At St Andrew's we use the Anti-Bullying Alliance definition of bullying.

Bullying is defined as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

   b. **Types of bullying**

Bullying takes many forms and can include the following.

Type of bullying	Examples
Physical and threats of harm	pushing, hitting, kicking, spitting, pinching, shoving, graffiti
Verbal	comments, name-calling, spreading rumours, sarcasm, criticising
Emotional	manipulation, tormenting, ridiculing, humiliating, excluding someone, coercion, intimidating someone, refusing to work with someone because a discriminatory characteristic, encouraging others to harm or self-harm
Sexual	non-consensual touching, unwanted sexual contact, sexual rumours, harassing someone, making sexual jokes or comments about someone, making sexual comments or gestures, shaming others, upskirting, whistling and gesticulating, sexual graffiti, sending sexually explicit comments, photos or videos that are intended to harm or embarrass another person, pressuring someone to send private images

Cyberbullying (any form of bullying via electronic means)	Sending or sharing offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment, trolling

This list is not exhaustive but gives clear examples of behaviour that should be challenged and would be considered bullying behaviour. Of course, bullying can be a mix of different behaviours and include a number of different children, either as witnesses or active participants

Bullying behaviour often includes targeting another person because of a real or perceived 'difference' from the group or 'norm'.

This can include bullying behaviour that is rooted in prejudice and is discriminatory, such as:

- racist and/or faith targeted bullying
- homophobic, biphobic or transphobic bullying (directed at someone who is, or is perceived to be lesbian, gay, bisexual or transgender LGBT)
- sexist bullying
- disablist bullying (disablist young people and those with special educational needs are significantly more likely to experience bullying than their peers)

Under the Equality Act 2010, schools are under a legal duty to protect all forms of bullying related to the following protected characteristics:

- age • disability • gender reassignment • marriage and civil partnership

- pregnancy and maternity • race • religion or belief • sex • sexual orientation

c. What constitutes bullying

There are five key components to what would constitute bullying:

There is intention* to harm:	bullying is deliberate behaviour that sets out to upset and cause distress.
There is a harmful outcome:	one or more people are hurt physically or emotionally
It is persistent and repeated:	bullying involves repeated acts of aggression and hostility. An isolated aggressive attack between equals is not bullying.
It is direct or indirect:	bullying can involve direct acts of aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
There is an unequal power balance:	bullying involves the abuse of power by one or several people who are more powerful or perceived as being more powerful, often due to their age, physical strength, belonging to a majority group or psychological resilience.

* Intention:

Many of us experience conflict in our relationships and friendship fallouts, but in most cases, this does not amount to persistent bullying that seriously affects our health and wellbeing.

St Andrew's recognises that not all unkind behaviour, particularly amongst younger children, is deliberate or intended to hurt, and therefore it would not constitute bullying.

It is always important to try to unpick the intention behind the behaviour, as well as the social and emotional intelligence and development of the children involved. While all forms of bullying are equally unacceptable, it is important to note that children may instead need explicit support and education around simple social interactions and behaviours.

This may be particularly relevant to children with SEND, whose individual needs should be addressed and any potential vulnerabilities considered when investigating a bullying concern, whether as the child who has been bullied or the child displaying bullying behaviour.

d. Teasing and banter

Teasing is common amongst friendship groups and families. For the one doing the teasing, it is a playful way of provoking a reaction, usually without the intention or desire to cause hurt or harm. It is important however that we support children to communicate when they feel a joke has gone too far. Even amongst family members and friendship groups, it is possible to cross a line and offend or hurt a person's feelings.

Banter can also be used as a way of reinforcing established group or social 'norms' and as such, can at times be discriminatory and create an unsafe environment, even if it is not a bullying situation. For example, young people may reinforce gender stereotypes through banter, with comments such as 'you run like a girl', or to express homophobic attitudes, such as, 'your haircut is so gay.'

It is therefore important to explain and educate children from a young age the difference between playful, harmless teasing, and that which can cause offence. If the victim is repeatedly feeling under attack and inferior, this is bullying and it needs to be stopped.

e. Cyberbullying

Cyberbullying is any form of bullying behaviour by electronic means.

It can take place both inside and outside of School and in the community, can be experienced 24/7 and has the potential to involve a large audience in a short period of time. It is therefore more likely that children will either become involved in, or witness an incident of cyberbullying, typically on social networking and gaming sites, through Instant Messaging services, and via emails, text messages and calls.

At St Andrew's, pupils are not permitted to have mobile phones in School and they must also sign and adhere to the ICT Acceptable Use Agreement.

Many online behaviour incidents occur outside the School day and off the School premises. If we find that a pupil's wellbeing is compromised by cyber bullying which has taken place outside school, we will take the appropriate action to help that pupil, in line with our Anti-Bullying and Behaviour Policy. This may mean contacting other parents if we find their child is involved. The School will consider sanctions when the behaviour online poses a threat or causes harm to another pupil.

f. Safeguarding

Under the Children's Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (DfE, Preventing and Tackling Bullying, updated 2017).

Keeping Children Safe in Education states that, 'All staff should be aware that children abuse other children (often referred to as child-on-child abuse), referencing bullying and cyberbullying.'

If there were concerns about the safety of a child, the Designated Safeguarding Lead would be informed immediately and we would follow our safeguarding procedures, reporting to our local children's services

team, if deemed appropriate or necessary. If we think a crime has been committed, then we would contact the police as soon as possible for advice.

See our Safeguarding and Child Protection Policy for more information on this.

g. The impact of bullying

Bullying behaviour directly contradicts our School Value of being kind and is always unacceptable because:

- It is harmful to those being bullied, those who engaging in bullying and those who support them.
- It interferes with a child's emotional, physical, social and academic wellbeing and their ability to feel safe and secure in their environment.
- Its effects can be long lasting. It can lead to feelings of deep unhappiness and sadness, that could lead to depression and anxiety, and in some cases to self-harm and suicidal thoughts.
- Research suggests that children most at risk of long-term adverse effects are those who both bully others, and are the targets of bullying.

4. PROMOTING AN ANTI-BULLYING CULTURE

The School's values and pastoral ethos at St Andrew's aim to embed a culture of kindness, inclusion and empathy as well as building the children's self-esteem, so that incidents of bullying are less likely to occur; however, there are also more direct measures in place in order that we can take any opportunity to communicate and reinforce the importance that everybody is treated with kindness, dignity and respect.

a. Education

The School community are taught explicitly about bullying, and how it comes about. This is done through PSHE lessons, assemblies and Form Tutor times as well as workshops and outside speakers. There is an entire PSHE unit for every year group, which focuses on 'celebrating difference'. We teach both children and staff to be upstanders, to challenge and report unkind behaviour, so that St Andrew's is a kind and happy place for everyone.

b. Staff training

Effective on-going staff training is provided for all staff, including non-teaching staff, to enable them to recognise all types of bullying including online bullying, signs of possible victims and how to respond appropriately. Time is set aside in staff meetings and INSETs to discuss children who may be causing concern, which allows more experienced staff the opportunity to offer advice and disseminate good practice.

c. Supervision

There will be a proactive approach considering where bullying is most likely to occur and placing people on duty there accordingly. This includes staff in the woods during breaks, who use walkie-talkies to communicate effectively with other staff on duty, as well as the Reception.

d. Awareness

Posters, which have been designed by the children, are displayed throughout the School, including in the Boarding House.

As well as taking part in Odd Socks Day and Anti-Bullying Week, we ensure that this is a theme that is revisited through the year via assemblies, workshops and form tutor periods.

Pupils are regularly reminded they can report bullying of any kind to any member of staff and it is made easy for pupils to report bullying, so that they are assured that they will be listened to and incidents acted

on. They can use Bother Boxes, which are in every form room and at other locations around the School. In the Prep School, all children have access to a Microsoft Form to report any concerns. They are also able to email members of staff.

Bullying procedures for pupils are also found in Study Diaries (Years 5 – 8) under the headings "We're Here to Help", "Staying Safe Online" and "Staying Safe at School".

 The School also has an Independent Person, who is available to pupils and staff. They visit the School each year and their contact details are displayed around the School.

e. Pupil voice

Pupils' views on the subject are sought through anonymous surveys and via representatives on the School Council but pupils are also able to communicate via Bother Boxes, including online. Their ideas are heard and improvements to our systems are encouraged. Pupils are involved so they understand the School's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

The R.I.D.E (Respect, Inclusion, Diversity, Equality) Committee, which is led and comprised of pupils in Year 8, has been established to look at issues of race, gender, equality, sexuality, disability, age and image worries. They meet regularly and plan initiatives such as assemblies (led by them) and larger-scale events to promote their half-termly focus.

f. Positive reinforcement

Kindness boxes are distributed around the School and acts of kindness are celebrated in assemblies in order to promote a culture of kindness, tolerance and respect for one another.

g. Behaviour online

In an ever-evolving online world, St Andrew's has explicit measures for raising awareness of and aiming to prevent cyberbullying:

- promoting positive use of technology across the curriculum.
- ensuring all pupils know they are expected to adhere to the Acceptable Use policy.
- filtering and monitoring systems are used to protect children from harmful content but also to monitor any activity online that might cause concern.
- applying sanctions where appropriate for any breaches of the Acceptable Use Policy or misuse, or attempted misuse, of the internet.
- giving pupils specific guidance on the appropriate use of social networking and messaging sites and what constitutes online bullying in PSHE and ICT lessons, but also by inviting in outside speakers such as Childnet.
- Staff are provided with training and sent regular updates on advances in technology and sites / apps that children are using.
- Weekly tips are sent out to parents in the Messenger to provide information and recommendations on sites / apps their children may be using
- Supporting pupils in the safe and responsible use of the internet including understanding the importance of password security, the need to log out of accounts and keeping other personal details safe;
- Educating pupils about the risks of sexting and sharing or forwarding sexual images
  regularly evaluating and updating approaches to take account of developments in technology and review of our filtering and monitoring systems

5. PROCEDURES AND ANTI-BULLYING STRATEGY

With all forms of bullying, it is important to remember that it is not the bullied child who is at fault. They should never be told to expect or put up with bullying behaviour. We may need to support them to build confidence and become more assertive, but the emphasis should always be on addressing the harmful behaviour being displayed, whether by an individual or within the wider peer group.

St Andrew's School does not tolerate bullying and will:

- o make sure that the person being bullied is safe, supported and listened to
- o work with the children's parents/guardians on both sides to stop the bullying happening again
- o consider and impose sanctions if this is deemed necessary
- o provide support to the person behaving inappropriately, so they know what needs to change and what is expected
- o keep clear records throughout and monitor accordingly, so patterns can be quickly followed up

With all incidents of bullying, the ultimate goal must be for the bullying behaviour to stop and for the target to feel safe. The sooner any bullying behaviour can be nipped in the bud, the better. The children here are young, and growing and developing all the time. They will make mistakes and will need our help to live up to the School's values, to manage their own behaviour and grow in empathy towards others.

We need to help all children involved in bullying behaviour to understand that it is unacceptable and that they must take responsibility for their actions and make amends. St Andrew's is committed to helping both those who are harmed, and those who cause the harm. The School will do its best to ensure the safety of the victim, as well as to support improved behaviour from the instigator, be it wittingly or otherwise.

If initial attempts to stop bullying fail, then we will consider carefully what is driving the behaviour, any additional support that the child has and whether we need to consider any disciplinary action.

a. Roles and responsibilities

The Deputy Head Pastoral will lead on our anti-bullying strategy and develop the anti-bullying policy, as well as:

- o Consult with School community
- o Develop and update our anti-bullying policy
- o Meet with the School Council
- o Monitor and develop our strategy for bullying prevention

Staff will:

- o listen to children and look out for them
- o support children so they grow in confidence and become more assertive
- o remind children of our ethos and values through words and actions
- o not be afraid to intervene or to challenge poor behaviour
- o offer effective supervision

b. Reporting

Pupils and staff should support one another by reporting all incidents of unpleasant behaviour, and there should be a community responsibility to prevent anyone being hurt, threatened, feeling upset or frightened.

If bullying does occur, all pupils should be able to inform and understand that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

We aim to have clear systems in place so that all members of the School community feel confident to report bullying behaviour.

Children should know who they can talk to and have a range of reporting tools:

- Speak to a trusted adult
- Use the classroom bother boxes
- Use the online bother boxes
- Email a member of staff
- Attend a 'Mind Your Head' session
- Go to the Lobby

c. Recording

Any reporting of incidents of unkindness or alleged bullying concerns will be recorded on CPOMS, listed with the action taken.

Careful records will be kept in order to monitor and review any patterns arising or situations already taking place.

Where there is evidence of bullying, the DSL also records these in the Bullying Log. Any allegation of bullying type behaviour and any actions put in place are then raised and discussed at the weekly staff meeting.

d. Investigating and dealing with incidents:

The School will:

1. ensure that the target feels safe and explore what action may be needed that they feel in control of the situation.
2. take time to listen to all children involved within a safe and confidential environment (whilst being clear on limits of confidentiality). This will include the target, the perpetrator and any other children that may have witnessed the bullying behaviour. Notes will be taken and records kept on CPOMS.
3. consider carefully whether any of the children involved are vulnerable in any way, whether there is an element of retaliation or any previous patterns of behaviour.
4. liaising with the Head of Year, the Deputy Head (Pastoral) will review the accounts and, depending on the severity of the allegation, an attempt will be made to reconcile those involved. If the matter cannot be resolved, then the Head Master will become involved.
5. the pupil/s accused of bullying will be given the chance to apologise and understand the impact of their behaviour. Depending on the severity of the incident, sanctions may be imposed (see below).
6. the Deputy Head (Pastoral) and/or Head Master will meet with the parent/guardian(s) of the bullying child(ren) and agree clear expectations and boundaries which will be shared with the pupils involved.
7. if bullying has been found to have taken place, the Deputy Head (Pastoral) and/or Head Master will meet with the parent/guardian(s) of the target to reassure them and talk through the actions taken and support in place.
8. if the bullying is repeated, then further sanctions may be needed and both sets of parents/guardian(s) informed.
9. any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

e. Sanctions

Each incident of bullying is investigated and managed on a case-by-case basis. The necessary parent/guardian(s) will be informed at an appropriate stage during the procedure.

The goal is always to stop the bullying behaviour, with any disciplinary measures applied fairly, consistently, and reasonably, taking into account any special education needs or disabilities that the children may have, and taking into account the needs of those who may be vulnerable.

The following disciplinary measures can be taken:

- Official warnings (records kept)
- Regular meeting with the Head of Year. The Deputy Head (Pastoral) or Head Master will meet with the pupil/s if there is no change in behaviour.
- Detention
- Exclusion from certain area of the School premises or certain activities
- Internal suspension
- Minor fixed-term suspension
- Major fixed-term suspension
- Permanent exclusion

'Bystander apathy' is also unacceptable and may also be sanctioned as deemed necessary.

f. Support for victims

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a tutor, matron, school counsellor or member of staff of their choice;
- reassuring the pupil;
- offering ongoing support through regular informal meetings;
- restoring self-esteem and confidence;
- encouraging other close friends to look out and provide support;
- putting in place a programme of support to restore relationship;
- their name being highlighted in the Pastoral Leadership Team and the weekly staff meeting and
- communication being sent out to staff to allow for ongoing support across the school day.

g. The role of counselling or ELSA (Emotional Literacy Support Assistance)

St Andrew's recognises that both the child exhibiting bullying behaviour and the child who is the target of bullying behaviour may need additional intervention and support.

The School has several ELSAs and two Counsellors. Counselling and/or emotional literacy support may form an important part of any bullying case. The Deputy Head (Pastoral) will liaise with the Mental Health Lead to look into what might be appropriate and facilitate accordingly.

h. Monitoring, evaluation and review

Following any incident or allegation of bullying, the School will consider carefully what measures need to be put in place to ensure it doesn't happen again.

We will:

- consider all involved: targets, perpetrators, reinforcers, bystanders, upstanders.
- explore what may have driven behaviour, what the impact was and what action now needs to be taken in order to prevent it from happening again.

- conduct regular monitoring of steps taken, including checking in with all involved to ensure the bullying has stopped.
- consider whether pupils and/ or staff benefit from further training and
- consider whether steps need to be taken to make an area safe.

i. Response to cyberbullying

We will:

- check whether there has been a breach of our ICT User Agreement
- request any available evidence, unless the bullying includes sharing of sexual images (in this instance, we would contact the Local Authority or police for support)
- explore whether the bullying has been taking place face-to-face as well as online
- follow the necessary procedures for any other incident of bullying
- consider how the target would benefit from support to stay safe online (e.g. increasing privacy settings, blocking or muting, reporting to a social network provider or gaming site)
- consider supporting the perpetrator to behave responsibly online
- assess what has been done on Instant Messaging – with some of these applications, they may be encrypted and the content may vanish after a time, making it difficult to prove what has occurred. If evidence is not available, it's important to take time consulting with all those involved to ascertain what has occurred, and to focus on the impact the situation has had on the target.

6. FURTHER INFORMATION

a) Signposts to useful organisations

Anti-Bullying Alliance	Anti-Bullying Alliance
CEOP: (Child Exploitation Online Protection)	CEOP Education (thinkuknow.co.uk)
Childline	Childline	Childline
Childnet	Childnet — Online safety for young people
Diana Award	The Diana Award (diana-award.org.uk)
Family Lives	Parenting and Family Support - Family Lives (Parentline Plus)	Family Lives
Kidscape	Help With Bullying (kidscape.org.uk)
National Bullying Helpline	Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk)
NSPCC	Donate to Charity Online	Give to NSPCC today	NSPCC
Restorative Justice	Home	Restorative Justice 4 Schools
Stonewall	Join the Diversity Champions Programme	Stonewall
Young Minds	YoungMinds	Mental Health Charity For Children And Young People	YoungMinds

b) Links to Government documentation

- [Advice for parents and carers on cyberbullying (publishing.service.gov.uk)](#)
- [Cyber bullying: advice for headteachers and school staff (publishing.service.gov.uk)](#)
- [Equality Act 2010 (legislation.gov.uk)](#)
- [Keeping children safe in education 2023 (publishing.service.gov.uk)](#)
- [Preventing bullying - GOV.UK (www.gov.uk)](#)
- [Preventing and tackling bullying (publishing.service.gov.uk)](#)
- [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](#)

c) Other relevant policies

All of these policies can be found in our policy documentation folder. Policies in bold are also available to view on the website.

- Behaviour, Discipline and Exclusion
- Conduct, Safer Practice and Restraint
- Code of Conduct
- **E-Safety**
- **EYFS**
- ICT Acceptable Use
- **PSHE and RSE**
- Searching and Confiscation
- **Safeguarding**
- **SEN and Disabilities**
- Supervision of Pupils

Document Review History

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