



**St Andrew's School, Turi**

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

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**Vision:** To Seek the Highest for Every Individual with Christ as our Guide

**Mission:** To be the leading international School in Africa, transforming the Hearts, Minds, Bodies and Souls of our Leaders

**Values:**

Compassion -	Humility; Empathy; Grace; Forgiveness
Integrity -	Honesty; Goodness; Trustworthiness; Loyalty
Courage -	Determination; Conviction; Perseverance; Passion

## 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 meets the Independent School Inspectorate (ISI) standards in the ISI Handbook for the Inspection of Schools, The Regulatory Requirements.

## **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 4 decisions
- Leading Stage 5 decisions

### **The Deputy**

The Deputy is responsible for:

- Overseeing anti-bullying awareness and measures
- Leading discussion regarding anti-bullying at Welfare Management Team (WMT)
- Chairing Stage 4 meetings
- Supporting the Anti-Bullying coordinator

### **The Anti-bullying Coordinator**

- Chairing Stage 3 meetings
- Overseeing Stage 2 meetings
- Monitoring instances of bullying, keeping a central register of all instances
- Organising anti-bullying awareness days and preventative measures
- Chairing the Anti-Bullying Committee and overseeing projects initiated by this team
- Raising awareness of anti-bullying initiatives and policies
- Raising anti-bullying issues and initiatives with the Deputy and WMT

## **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 and 2 meetings as appropriate
- Making recommendations at Stage 3 meetings

## **Tutors**

Tutors are responsible for:

- Collecting and recording (on CPOMS) reports of bullying for their tutees
- Reporting bullying to Houseparents, Key Stage Coordinators, Anti-Bullying Coordinator and/or the Deputy

## **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 worry boxes in your Tutor Base and Boarding House.

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 Anti-bullying Coordinator or the Deputy - depending on the gravity of the incident.

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

Incidents should be reported to the Anti-bullying coordinator and recorded on the 'Notes & Comments' of the Pupil Profile on ISAMS, under the Note Type, 'Bullying'. Incidents of a serious nature or repeated incidents, should be logged onto CPOMS.

The Anti-bullying coordinator 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 five steps to be taken when a case of bullying is discovered and reported. Please see **Appendix A**.

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 Anti-bullying coordinator 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 Anti-bullying Coordinator 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 weekly.

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

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<b>Compiled by:</b>	<b>Deputy (Prep)</b>
<b>Approved by:</b>	<b>Head (Prep)</b>
<b>Date of review:</b>	<b>July 2021</b>
<b>Date of next review:</b>	<b>Trinity term 2023</b>

## Appendix A

Level	Behaviour type (Online)	Behaviour type (In school)	Who must respond and how (online)	Who must respond and how (In school)	Further action to be taken
1	A one-off, unkind comment is made to an individual or in a group. This can be directed at somebody, about somebody or in general.	A one-off, unkind comment or action is made to an individual or in a group. This can be directed at somebody, about somebody or in general.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Screen shot the message</li> <li>• Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>• Tell the offending pupil to delete their comments from public forums</li> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Note down exactly what has been said and when.</li> <li>• Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>• Speak to the offending pupil privately about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher to</b> document the incident on ISAMS asap for all children involved.  <b>Teacher to</b> email associated teachers to monitor child's interactions in Teams or in school.
2	Repeated unkind comments are made in a group or to another person. This can be directed at somebody, about somebody or in general. Failure to report bullying behaviour witnessed online also falls at Level 2.	Repeated unkind comments or actions are made to another person or in a group. This can be directed at somebody, about somebody or in general. Failure to report bullying behaviour witnessed also falls at Level 2.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Engage with the child's tutor.</li> <li>• Screen shot the message</li> <li>• Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>• Tell the offending pupil to delete their comments from public forums</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>• Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>• Engage with the child's tutor.</li> <li>• Note down exactly what has been said and when.</li> <li>• Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>• Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>• Assure the victim they have been listened to and that action has been taken.</li> </ul> <b>Anti-Bullying Coordinator to:</b> <ul style="list-style-type: none"> <li>• Record on tracking spreadsheet.</li> </ul>	<b>Tutor to</b> email home, citing evidence of repeated incidents.  <b>Tutor to</b> document the incident on ISAMS asap for all children involved.



			<b>Anti-Bullying Coordinator to:</b> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>		
3	Disrespectful language is used which targets another pupil or group. The behaviour has escalated from Levels 1 and 2, or is extreme in nature.	Disrespectful language is used which targets another pupil or group. A disrespectful or unkind action was performed. The behaviour has escalated from Levels 1 and 2, or is extreme in nature.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Screen shot the message</li> <li>Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>Tell the offending pupil to delete their comments from public forums</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <b>Anti-Bullying Coordinator to:</b> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Note down exactly what has been said and when.</li> <li>Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <b>Anti-Bullying Coordinator to:</b> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<b>Assistant Deputy Head Pastoral</b> to email home, making escalation/severity clear – 'This is Level 3 behaviour'.  <b>Assistant Deputy Head Pastoral</b> to record on CPOMs, linking all children involved.  <b>Tutor</b> to document the incident on ISAMS asap for all children involved.  <b>Tutor</b> to email the victim's parents to inform and assure them, <b><u>if requested to do so</u></b> by The Anti-Bullying Coordinator
4	Repeated use of disrespectful language which targets another pupil or group and has escalated from Levels 1, 2 and 3 or is extreme and/or aggressive in nature. Behaviour has migrated from Microsoft Teams and is repeated through other media/communication platforms.	Repeated use of disrespectful language or actions which targets another pupil or group and has escalated from Levels 1, 2 and 3 or is extreme and/or aggressive in nature.	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Screen shot the message</li> <li>Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>Tell the offending pupil to delete their comments from public forums</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>Speak to the offending pupil in a private chat</li> </ul>	<b>Teacher to:</b> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Note down exactly what has been said and when.</li> <li>Inform the Deputy Head Pastoral and Anti-Bullying Coordinator</li> </ul> <b>Tutor to:</b> <ul style="list-style-type: none"> <li>Speak to the offending pupil about their behaviour, its impact and the</li> </ul>	<b>Deputy Head Pastoral</b> to communicate with perpetrator's parents and organise a phone call or a face to face meeting with parents in person or over Skype, Facetime or similar.  <b>Deputy Head Pastoral</b> to document the incident on ISAMS and CPOMs asap for all children involved.

			<p>about their behaviour, its impact and the consequences of repeated actions.</p> <ul style="list-style-type: none"> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Anti-Bullying Coordinator to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p>consequences of repeated actions.</p> <ul style="list-style-type: none"> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Anti-Bullying Coordinator to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p><b>Deputy Head Pastoral</b> to communicate with victim's parents where appropriate.</p>
5	<p>Repeated use of disrespectful language which targets another pupil or group and is escalated from Levels 1, 2, 3 and 4 or is extreme and/or aggressive in nature.</p> <p>Behaviour brings the school's name and/or the reputation of others into disrepute and/or is severely at odds with our school values.</p>	<p>Repeated use of disrespectful language or behaviour which targets another pupil or group and is escalated from Levels 1, 2, 3 and 4 or is extreme and/or aggressive in nature.</p> <p>Behaviour brings the school's name and/or the reputation of others into disrepute and/or is severely at odds with our school values.</p>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Screen shot the message</li> <li>Deputy Head Pastoral and Anti-Bullying Coordinator</li> <li>Tell the offending pupil to delete their comments from public forums</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>Speak to the offending pupil in a private chat about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>Liaise with Head Teacher</li> </ul> <p><b>Anti-Bullying Coordinator to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p><b>Teacher to:</b></p> <ul style="list-style-type: none"> <li>Engage with the child's tutor.</li> <li>Note down exactly what has been said and when.</li> <li>Deputy Head Pastoral and Anti-Bullying Coordinator</li> </ul> <p><b>Tutor to:</b></p> <ul style="list-style-type: none"> <li>Speak to the offending pupil about their behaviour, its impact and the consequences of repeated actions.</li> <li>Assure the victim they have been listened to and that action has been taken.</li> </ul> <p><b>Deputy Head Pastoral to:</b></p> <ul style="list-style-type: none"> <li>Liaise with head</li> </ul> <p><b>Anti-Bullying Coordinator to:</b></p> <ul style="list-style-type: none"> <li>Record on tracking spreadsheet.</li> </ul>	<p><b>Head Teacher</b> to communicate with perpetrator's parents and organise a phone call or a face to face meeting with parents in person or over Skype, Facetime or similar.</p> <p><b>Head Teacher</b> to communicate with victim's parents where appropriate.</p> <p><b>Head Teacher</b> to document the incident on ISAMS asap for all children involved.</p> <p><b>Deputy Head Pastoral</b> to document the incident on CPOMs asap for all children involved.</p>