No Outsiders Respect Policy

Policy Name:	No Outsiders Respect Policy			Review Date:	Every 3 Years
Presented to the LGB Pastoral Committee:	Date: 08/11/2023	Adopted by the Full Governing Body:	Date: 08/11/2023	Chair of Governors Signature:	

QUEEN'S PARK HIGH SCHOOL
RESPECT POLICY

1. Positioning Statement

"Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. The school is committed to creating a safe environment where everyone can learn, play and work; a place where they can talk about their concerns, confident that they will be listened to and will be offered help.

We will make it clear to young people, staff, parents and governors that when bullying occurs we will work as a community in accordance with the school's policy to help both the people who are harmed and the perpetrators.

We will do our utmost to ensure the safety of the person affected and support improved behaviour from the bully."

2. Definition

Based on the information from the Diana Award:

2.1 Bullying is "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe"

At QPHS bullying behaviour is considered to be "any incident where a child is made to feel upset, uncomfortable, de-valued or unsafe"

2.2 At QPHS we are conscious of different types of bullying which can be considered against the 'VIP' acronym:

V (Verbal) - The use of negative of speech, sign language, or verbal gestures to intentionally hurt others.
I (Indirect) - The use of negative actions, which are neither physical nor verbal, to intentionally hurt others.
P (Physical) - The use of negative body contact to intentionally hurt others.

2.4 The school needs to be particularly sensitive to any form of racial or homophobic abuse or harassment, in keeping with the DfE, which requires monitoring of racially linked bullying issues.

3. Cyber Bullying

What is cyber bullying?

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, XBox Live, Instagram, YouTube, and Snapchat can all be used for cyber bullying.

Parents should be aware that the minimum age for account holders on most social media sites including Facebook, Instagram and Snapchat is thirteen.

Cyber bullying can happen at all hours of the day, especially away from school, at home, at evenings, weekends and holidays.

Types of cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

- **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive.
- **Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.
- **Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.
- **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.
- **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.
- **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

Anyone who makes threats on the internet could be committing a criminal offence. It is against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against a student, then it is essential the student confides in their parents or a member of staff, so that they can make a complaint to the police.

The school will support with necessary restorative conversations for students who have been involved in cyber-bullying, but which takes place outside of school time.

4. Relevant Extracts from other School Policies

4.1 School Ethos

The school concept statement, curriculum aims and pastoral statement all express the value placed on respect for all individuals and allowing individuals to feel safe.

Within this ethos, bullying is totally unacceptable. All reported incidents of bullying will be investigated in accordance with the written procedures.

4.2 Pastoral Concept

Queen's Park High School will enable all students to identify and respect their own worth and will provide encouragement and support to nurture positive attitudes towards self-discipline, academic progress and moral and spiritual values. It will be a place where individuals offer mutual respect so that personal relationships may develop and grow. It will contribute to the development of the wider community and will interact with it, earning recognition and respect.

4.3 Curriculum Aim

To gain respect for the worth of individuals, whatever their beliefs, ethnic origin, sex, sexual orientation, social background or abilities may be.

4.4 Behaviour in School

School expectations support the school values and are related to being respectful one to another. Sanctions will be put in place for anyone who is disrespectful and displays bullying type behaviours.

4.5 PSHCE/WPD Programme/Assemblies
Within the PSHCE programme there are lessons which focus on positive and healthy relationships which includes information about bullying and cyber bullying. Details can be found in the Curriculum Map.

5. Recognising the Symptoms and Strategies to Reduce Bullying

5.1 Children may:

- be frightened of walking to or from school
- be unwilling to go to school
- have clothes or books damaged
- become withdrawn, start stammering
- become distressed, stop eating
- cry themselves to sleep
- have nightmares and even call out, 'Leave me alone!'
- have unexplained bruises, scratches, cuts
- have their possessions go 'missing'
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- attempt suicide

5.2 Strategies include:

- Anti-bullying Education embedded within the Curriculum.
- Curriculum Team Leaders are responsible for introducing anti-bullying material in their programmes of study where appropriate.
- Group tutors are to raise anti-bullying awareness as part of the pastoral programme.
- Pastoral Leaders and SLT to lead assemblies on Forms of Bullying.
- Participation in Anti-Bullying week as organised by the Anti-Bullying Alliance.
- SLT to keep up to date with new legislation via the local advisor.

6. No Outsiders Respect Policy - The Policy in Action

6.1 Staff Action
At Queen's Park High School, RESPECT is one of our three key principles. The school uses a secure online monitoring system (Synergy) to help with the management and recording of behavioural issues and incidences of bullying. Staff will always be sensitive to the possibility of bullying and be ready to talk to any student who wants to speak to them confidentially.

Where students engage in behaviour which is not respectful to others including: unkind comments, the use of offensive and/or disrespectful language, physical behaviours etc. this will be recorded in Synergy by staff under the behavioural log. The incident will be recorded for both the aggressor and the target. Exact details and any statements will then be added to a pastoral log.

On-going behaviours of this nature will be monitored by the pastoral team (Tutors, Heads of Year and Pastoral Support Managers). A staged approach will be used to sanction students who continue to display bullying behaviours and act as the aggressor.

6.2 Parental Action

If parents suspect that their daughter/son is being bullied, they should contact the Group Tutor for an initial, confidential discussion. In cases of cyber bullying it may also be appropriate to inform the police.

6.3 Student Action

If students consider they are, or another student is, being bullied then they should tell their Group Tutor or another trusted member of staff immediately if they are worried. There are posters around school and in the toilets, students will be given credit card sized tickets containing the email address safeguarding@qphs.co.uk
Students will be reminded regularly on how to report bullying, including as a bystander.

7. No Outsiders Respect Procedure

Where a student or students are considered to be bullying, the following process will be implemented:

A formal log of every incident of bullying will be taken with statements from the alleged victim (Target), bully (Aggressor) and any witnesses.

At each stage intervention will take place to support the target and aggressor

Sanctions will follow a staged approach:
Depending on each case an appropriate timeframe of monitoring will be applied to each stage below

Stage	Sanction	Admin
1. Verbal warning	Warning from pastoral team	Parents contacted via Synergy/phone call Warning logged on Synergy
2. 2nd warning	30min after school detention Repair and rebuild with PSM	Parents contacted via Synergy/phone call or meeting Warning logged on Synergy
3. Head of Year warning	Remove Anti-bullying intervention pack to complete	Parents invited in for a meeting with HOY Details of meeting logged on Synergy Contract A
4. SLT warning	Step out Possible use of outside agencies	Parents invited in for a meeting with SLT link Details of meeting logged on Synergy Contract B
5. Headteacher final warning	Suspension Possible use of outside agencies	Parents invited in for a meeting with Headteacher with governor present Details of meeting logged on Synergy Contract C

At Stage 4 there will be consideration of a PSP, if not already in place (See Behaviour Policy for PSP)

A record will be kept on Synergy of students on each stage of the procedure to ensure behaviours are escalated where necessary.

Appropriate opportunities to educate students involved in bullying will be taken and this may involve support from outside agencies (particularly if bullying is linked to a specific issue e.g. race, sexuality, gender etc.)

8. Reviewing

The Headteacher has a legal duty to draw up procedures to prevent bullying among students. They will:

- Ensure that all staff are aware of the procedures and are consulted both in the development of strategies and in the review process.
- Provide training to staff where necessary as part of the school's CPD programme.

The Pastoral Assistant Headteacher and the Designated Safeguarding Lead will:

- Be responsible for the day-to-day management of the policy and systems ensuring that positive strategies are in place for both the target and the aggressors
- Provide a termly report on the number of bullying incidences and the effectiveness of the Policy.
- Determine how best to involve parent/carers and outside agencies.
- Ensure all procedures are followed by staff and any cases of bullying are recorded on Synergy.

Pastoral Leaders will:

- Ensure that reports of bullying are taken seriously and dealt with in a sensitive and effective manner. Actions should also be recorded under the pastoral log on Synergy.
- Be responsible for ensuring that the school's positive strategies are put into practice.
- Lead assemblies to raise anti-bullying awareness. All staff (including support staff) will know the policy and procedures.
- Be observant and ask students what is happening to them.
- Deal with incidences according to this policy.
- Never let any incident of bullying pass by unreported, whether on or off site. This includes any incident where a student reports any form of cyberbullying.
- Support the PSHE and Citizenship programmes.
- Support events during Anti-Bullying week.

A report on bullying will be given at each Governor Pastoral Committee. This will include:

- Total number of logs for both Target and Aggressor
- Number of students on each stage of the policy
- Interventions which have taken place.

APPENDIX 1

a. Strategies for dealing with bullying.

The school may use a range of methods, including mediation, restorative justice, and the no-blame approach.

- **Counselling/mediation between those involved**

The students involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints.

- **Restorative justice**

The person affected is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Restorative justice is designed to empower the persons affected and to help the perpetrators understand the human consequences of their behaviour.

b. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- The Restorative Justice Council: www.restorativejustice.org.uk/restorativepractice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/sendcode-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk

APPENDIX 2

QUEEN'S PARK HIGH SCHOOL

No Outsiders Respect Policy

Contract A

Name **Tutor Group**

This is a record that on _____ (date), you have been spoken to, by your Head of Year, about your behaviour, aspects of which are causing upset to (an)other student(s). You are now on Stage 3 of the Policy.
Your parents/carers have been invited in to discuss the incidents which are outlined in Synergy

It is an expectation that all members of our school community treat one another with respect, and behaviour of this sort is unacceptable. This is a formal warning and we expect that this will be an end to the behaviour we have discussed with you. You are also required to complete a day in the Remove room.

Failure to comply will result in escalation to Stage 4.

Please sign below to confirm that you understand the expectations set out in the agreement above.

Signed (student)	Date
Signed (Head of Year)	Date

APPENDIX 3

QUEEN'S PARK HIGH SCHOOL

No Outsiders Respect Policy

Contract B

Name _____ **Tutor Group** ____

This is a record that on _____ (date), you have been spoken to, by a member of SLT, about your behaviour, aspects of which are causing upset to (an)other student(s). This is not the first time this has had to happen. You have already been warned by your Head of Year and spent time in Remove. You are now on Stage 4 of the policy and your parents/carers have been invited in for a meeting to discuss the incidents outlined in Synergy

It is an expectation that all members of our school community treat one another with respect, and behaviour of this sort is unacceptable. This is a formal warning and we expect that this will be an end to the behaviour we have discussed with you. You are now also required to complete some time on Step Out.

Failure to comply will result in escalation to Stage 5.

Please sign below to confirm that you understand the expectations set out in the agreement above.

Signed (student)	Date
Signed (SLT)	Date
Signed (Parent/Carer)	Date

APPENDIX 4

QUEEN'S PARK HIGH SCHOOL

No Outsiders Respect Policy

Contract C

Name **Tutor Group**

This is a record that on _____ (date), you have been spoken to, by the Headteacher, about your behaviour, aspects of which are causing upset to (an)other student(s). This is not the first time this has had to happen. You have already been warned by SLT and spent time on Step Out. You are now on Stage 5 of the policy. The persistent nature of your behaviour warrants a suspension and a follow up meeting with the Headteacher and the governors.
Particular incidents are outlined in Synergy

It is an expectation that all members of our school community treat one another with respect, and behaviour of this sort is unacceptable. This is a final formal warning and further incidences may result in a move to another school or possible permanent exclusion.

Please sign below to confirm that you understand the expectations set out in the agreement above.

Signed (student)	Date
Signed (Headteacher)	Date
Signed (Parent/Carer)	Date