

Policy Title: **Respectful School**
School Section: **Whole School**
Key area (s) of School: **Pastoral**
Audience: **Students**

Last review: **19 AUG 2021**
Reviewer: **Senior Leadership Team**
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International School Seychelles



Respectful School Policy

You are not born for yourself but for the world

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1. Policy Aims

Our philosophy is that we are inclusive and respectful community where everyone matters and is treated kindly and fairly. ISS is a diverse community in which we learn from each other and have fun learning with respect.

The purpose of International School of Seychelles (ISS) Respectful School Policy is to:

- 1.1. Provide all members of the community with a safe and respectful safe in which to learn.
- 1.2. To do all we can to prevent bullying and harassment, by developing a school ethos in which bullying and harassment are regarded as unacceptable and any form of hurt is addressed.
- 1.3. To produce a consistent school response to any incidents of bullying and harassment that may occur.
- 1.4. To make all those connected with the school aware of our opposition to harassment, and their responsibilities with regard to the reporting and eradication of harassment in our school.

2. Policy Scope

International School of Seychelles (ISS) believes that students are entitled to a safe and respectful environment in which they can develop their skills and talents.

This policy applies to all students.

2.1 Definitions

- **Respect:** Due regard for the feelings, wishes, or rights of others.
- **Equal Opportunities:** The right to be treated without discrimination, especially on the grounds of one's sex, race, or age.
- **Bullying:** The use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behaviour is often repeated and habitual.
- **Harassment:** Harassment is ongoing, offensive, unasked for behaviour which troubles, harms or intimidates someone.

2.2 Links with other policies and practices

This policy links with several other policies, practices and action plans including:

- Attendance policy
- Pastoral Care policy

3 Monitoring and Review

- International School of Seychelles (ISS) will review this policy at least once annually.
- ISS will regularly monitor student welfare evaluate process to have a respectful school to ensure that this policy is consistently applied.
- To ensure they have oversight of staff development and appraisal, the Senior Leadership Team will be informed of any matters relating to equal opportunities, bullying or harassment, as appropriate.
- The Senior Leadership Team will report on a regular basis to the Board of Governors on issues around equal opportunities, bullying or harassment, including outcomes.
- Any issues identified via monitoring will be incorporated into the School’s action planning.

4 School Standards

- This section is meant to provide clear guidance on the expectations in International School of Seychelles (ISS) with regards to students’ rights and responsibilities.
- Students are expected to show respect to self, others and the school’s property; show compassion towards others and adapt themselves seriously to their studies to ensure the highest level of success they can achieve.

4.1 School Expectations

ISS expects students to:	<ul style="list-style-type: none"> ● Attend regularly, punctually, correctly dressed and ready to learn. ● Work and study to reach individual potential. ● Behave in a co-operative and pleasant way towards staff. ● Respect the feelings, integrity and property of others. ● Care for the grounds, buildings and equipment. ● Take part in co-curricular activities.
ISS expects parents to:	<ul style="list-style-type: none"> ● Provide a safe, caring, disciplined and supportive home environment. ● Ensure that students eat healthy food and attend school regularly, punctually, correctly dressed and ready to learn. ● Take an active interest in the student’s development and progress. ● Support school policies and practices.
Students and parents can expect ISS to:	<ul style="list-style-type: none"> ● Deliver the National Curriculum. ● Provide a caring, safe, disciplined and supportive environment for learning. ● Encourage self-growth and self-discipline. ● Offer a wide choice of co-curricular opportunities. ● Report on student progress. ● Treat students respectfully.

4.2 Code of Conduct

<p>Respect for self</p> <p>Respect for self is essential in forming sound minds able to learn and to form a positive part of society.</p>	<p>Personal Hygiene Students take care of their physical self by ensuring that they have a high standard of personal hygiene.</p> <p>Uniform Students follow the school uniform code.</p> <p>Honesty Students are expected to be honest in all their dealings. Students do not plagiarise information from books, internet or other students' work; act in any way in a dishonest manner.</p> <p>Preparation for class Students are well prepared for school each day. They complete their homework by the due date and have the necessary materials for studies.</p> <p>Behaviour in class Students respect class rules set by the teacher. Students participate in class, remain on task with the work at hand; maintain a respectable level of noise, respect other students' work space and contribution, follow the teacher's instructions.</p> <p>Attendance Students attend school regularly and are punctual to school and for classes. Students do not come to school under the influence of mind altering substances.</p>
<p>Respect for others</p> <p>Showing respect for others is a positive sign of maturity and growth. As we show respect for others we also earn respect in return.</p>	<p>Personal space and touch Personal space includes a respectable distance that one keeps from others to ensure that one is comfortable and at ease. Students are expected to touch each other in respectful and appropriate manners. Students do not push, shove, kick, wrestle, fight or play fight, rough house or horse around. Students do not engage in public displays of affection.</p> <p>Language Students communicate in English in the school. Students do not use abusive, profane or offensive language, upsetting or lewd gestures and derogatory remarks towards others.</p> <p>Passageway and Playground behaviour Students conduct themselves in a polite way and in an orderly manner: speak in a conversational tone, no screaming; allow others space to move; walk and not run or jump; keep their hands to themselves; speak with an inside voice, no shouting; be considerate to others using the same space.</p> <p>Harassment Harassment is a serious offence that may lead to serious consequences up to being asked to leave the school.</p>
<p>Respect for environment</p>	<p>IT facilities Students will use the equipment responsibly and abide by the school's e-policy for use of internet.</p> <p>School infrastructure Students do not have graffiti on the walls, write or carve on the chairs and tables, deface books, and damage in any other way property.</p> <p>Mobile phones Students at ISS are not allowed to bring their mobile phones to school. If they are in the Sixth Form, they can bring their phone under the following conditions: 1) Under no circumstance are phones or any other electronic device to be used to film or photograph incidents or other students and staff at school without permission. 2) Teachers may give permission to students to use their mobile phones in class to support learning activities otherwise mobile phones are kept on silence or switched off and put away. Prohibited Items</p> <p>The ISS prohibits students from having and /or using the following on the school compound: sexually explicit materials; matches, lighters, tobacco products; gum; large amounts of money; music loud speakers; explosives, fireworks, fire crackers; alcohol, tobacco and other drugs; weapons or replica weapons.</p>

5. Equal Opportunities

Promoting equal opportunities is fundamental to the aims and ethos of ISS. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

ISS is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are a non-selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

5.1. Principles

The Senior Leadership Team and the staff play an active role in monitoring the implementation of the school's policy on equal opportunities. Use is made of school time to:

- Promote tolerance of and respect for each other.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable; our behaviour and anti-bullying policies contain clear procedures for dealing with unlawful discrimination.

5.2. Implementing equality of opportunity

- Admission decisions will be made on the basis of fair and objective criteria. The selection procedures are reviewed from time to time to ensure that they are appropriate for achieving our objectives and for avoiding unlawful discrimination.
- ISS welcomes applications from pupils with special needs and disabilities, and refer parents to our policy covering Special Education Needs and Disability (SEND).
- In accordance with recommended practice the ethnic and religious composition of all pupils and applicants will be monitored, anonymised where possible.
- Appropriate training will be provided to enable staff to implement and uphold our commitment to equality of opportunity. The aims not to discriminate against a person either directly or indirectly.
- The aims not to discriminate on the grounds of race, ethnic or national origin, religion or belief in affording terms of education and providing benefits, facilities and services for pupils.
- Where possible, the will aim to allow pupils to observe prayer times and specific religious events.

5.3. Our commitment to Equal Opportunities in ISS

- We treat people from different groups fairly and equally.
- We celebrate diversity in all its forms.
- We promote action which helps those less advantaged to fulfil their potential.
- We make reasonable adjustments for people's needs.
- We train staff on equality and diversity issues.
- We use the curriculum as a vehicle to educate students about difference.

- We aim to eliminate discrimination, harassment and victimisation through a rigorous anti-bullying campaign.
- We tackle prejudice and promote understanding.
- We report prejudice related incidents and actively engage in reducing bullying statistics.

6. Anti-Bullying Strategy

6.1 Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing out a set of the school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading accounts of bullying or having them read to a class in PSHCE or assembly
- Using role-play
- Having discussions about bullying and why it matters

6.2 Types of bullying

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against certain groups such on grounds of: race, gender, religion, homophobia, special education needs and disability, culture or because the pupil is adopted or has a carer. Bullying results in pain and distress to the victim, which can be long lasting. Bullying is an abuse of power. It can be planned and organised, or it may be unintentional directly or through cyber-technology. It may be perpetrated by individuals or by groups of pupils.

Bullying can be:

Emotional	being unfriendly, excluding another pupil from a group activity, tormenting, e.g. hiding books, threatening gestures
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Verbal	name-calling, sarcasm, spreading rumours, teasing, e.g. belittling another pupil's abilities and achievements, ridiculing another pupil's appearance, way of speaking or personal mannerisms
Cyberbullying	misusing technology (internet or mobiles) to hurt or humiliate another person, e.g. sending inappropriate emails or text messages, posting unkind comments on social media, misuse of photographs
Religious	being unkind to someone else because of their religion
Cultural	being unkind to someone else because of their culture
Homophobic	being unkind to someone because of their sexual orientation
Disability	being unkind to someone because of a disability

Possible signs and symptoms of bullying:

A child...

- Is frightened of walking to or from school
- Doesn't want to go on the school bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- 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
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Starts self-harming
- Asks for money or starts stealing money (to pay bully)
- Loses money
- Has unexplained cuts or bruises
- Comes home starving (has not gone to break/lunch/tea)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

6.3 Roles and responsibilities

Students:

- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Support each other in the implementation of this policy
- Understand, respect and implement the IT policy, particularly in reference to protection from cyber-bullying
- Report incidents of bullying even if the incident occurs off of school grounds.

Staff:

- Complete staff training.
- Take action to reduce the risk of bullying at times and in places where it is more likely to occur.
- Educate students about bullying in PSHCE, form time and assembly.
- Follow our discipline policy if such behaviour occurs.
- Take responsibility for promoting a common anti-bullying approach. To do this we:
- Provide children with a framework of behaviour including rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere

- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, student council, assemblies, PSHCE etc.

6.4 Procedures to deal with an incident (Flow Chart)

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

- 6.4.1. Report bullying incidents to the Head of Key Stage.
- 6.4.2. The Head of Key Stage will investigate, including:
 - i. Talking the incident through with all parties involved
 - ii. Supporting the person who has been bullied to express their feelings
 - iii. Supporting the person displaying the bullying behaviour to express their feelings
 - iv. Discussing which rule(s) have been broken
 - v. Discussing strategies for making amends.
- 6.4.3. In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem.
- 6.4.4. If necessary and appropriate, the police and/or local authorities will be consulted.
- 6.4.5. The bullying behaviour, or threats of bullying, will be investigated and the bullying stopped quickly.
- 6.4.6. An attempt will be made to help the bully (bullies) change their behaviour. The bully (bullies) may be asked to genuinely apologise.
- 6.4.7. If possible, the pupils will be reconciled. Both the bully and the victim will be treated with respect.
- 6.4.8. Sanctions will be issued, in line with our school policy.
- 6.4.9. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 6.4.10. All incidents of bullying will be recorded on iSAMS

7. Anti-Harassment Strategy

7.1 Prevention

Prevention of harassment is addressed through e.g.:

- Promoting our school values
- School Council
- Peer Mentoring
- Children's questionnaires / suggestion boxes
- PSD curriculum
- Anti-harassment campaigns (eg anti-bullying week)
- Assemblies
- Letters to parents
- Drama activities
- Displays

- Celebrations of differences
- Appropriate supervision
- Playground buddies
- Regular updates / reminders of expectations
- Modelled behaviour

7.2 Types of harassment

Physical:	Hitting, tripping, kicking, punching or unwanted touching.
Verbal:	Name calling, swearing, threatening, so-called “jokes”, spreading rumours.
Emotional:	Ignoring, staring, gesturing, hiding or damaging someone’s property.
Sexual:	Physical contact, gestures, words, jokes or pictures of a sexual nature.
Bullying:	Using power to intimidate, scare or humiliate someone. Often linked to making someone do something out of fear for retribution from the bully.
Racial:	Discriminating comments or actions regarding a specific person or group based on race or ethnicity.

Note: harassment can occur between individuals and/or groups, and may involve students and or adults.

7.3 Roles and responsibilities

Pupils	<ul style="list-style-type: none"> • Report any suspected case of harassment, to themselves or to their peers, to an adult. • Support each other through systems such as Circle Times, school values, school council and house captains, PSD activities and assemblies. • Use support networks e.g. CARE, NCC.
Parents	<ul style="list-style-type: none"> • Support their child and the school at the earliest opportunity in order to prevent reoccurrence. • Contact their child’s class teacher or phase leader immediately if they have any concerns. • Bring to the school’s attention any incidents of cyber harassment that may have a direct impact on the safety of their child or any other member of the school community whilst in school. • Support the school’s respectful school policy and to actively encourage their child to be a positive member of the school. • Not try to deal with perpetrators themselves.
Staff	<ul style="list-style-type: none"> • Support all children in their class and to establish a climate of trust and respect for all. • Ensure the delivery of anti- harassment education in the curriculum. • Intervene to prevent incidents from taking place. • Keep records of all incidents that happen in their class and that they are aware of in or out of the school. • Report any incident to ensure that it is recorded and followed up. • Share information with the Phase Leaders. • Attend any necessary training, which enables them to become equipped to deal with incidents of harassment and behaviour management. • Provide appropriate support after incidents of harassment, e.g. intervention programmes, contact with parents, extra PSD activities in class.

Heads of Key Stage	<ul style="list-style-type: none"> • Investigate the allegation and take any necessary action. • Share information with the Senior Leadership Team. • Ensure that discussion always takes place with parents where appropriate and that follow up actions / counselling are arranged where appropriate.
Senior Leadership Team	<ul style="list-style-type: none"> • implement the school's anti-harassment strategy • Ensure that the policy is published on the school website and that all staff are aware of the school policy and know how to deal with incidents. • Report to the governing body about the effectiveness of the anti-harassment policy. • Ensures that all children know that harassment is wrong, and that it is unacceptable. • Ensure that all staff receive sufficient training to be equipped to deal with all incidents. • Monitor the recording system and analysing patterns.
Governors	<ul style="list-style-type: none"> • Support the Principal in all attempts to eliminate harassment from our school. • Kept informed of the implementation of the policy through the Principal's report.

7.4 Procedures (Flow Chart)

- The school takes the position of presumption of innocence before investigations are undertaken.
- The member of staff to whom an allegation of harassment has been reported (either witnessed or reported verbally or in writing) should bring the incident to the attention of the relevant phase leader on the day it is received.
- Depending on the time of reporting, the incident should be investigated by the phase leader preferably during that school day or at least by the end of the following school day.
- Initial investigations will be undertaken by the phase leader through discussions with those children and other witnesses involved.
- After investigation the phase leader will inform the parent/s of the alleged victim if there was evidence to warrant further action to be taken. Whatever the outcome, the parent will be reassured that the situation will be monitored by staff.
- If an incident has occurred then the parents of the child who had perpetrated the harassment will be informed of the incident and the sanctions made. Support will be offered to the victim and perpetrator, plus an opportunity for the parents to come into school and discuss the matter further if they wish to do so.
- Following the incident, the perpetrator is expected to apologise both verbally and in writing to the victim. As a school we support the concept of Restorative Justice to enable all involved to have a positive outcome after the incident. If the perpetrator refuses to apologise or it is a second incident, appropriate steps will be taken in accordance with our Sanctions procedures.
- The phase leader will record the incident and actions taken.

- If there is a repeat of harassing behaviour the parents of the child perpetrating the harassment, will be asked to come into school and to work with the school in solving the problem.
- A persistent perpetrator is an individual who repeats this behaviour and shows no remorse.
- The school follows a phased approach when dealing with incidents of harassment, depending on the severity of the incident: Phase Leader, Head of School, and Principal.
- In the view of the staff, Principal and the Board of Governors of ISS, more than two “harassment interviews” with parents and the principal would indicate that there has been no change in the harasser’s behaviour. In this case, appropriate steps will be taken in accordance with our Sanctions procedures