



## **Positive Relationships Policy (including Anti-Bullying Policy)**

<b>Start Date:</b>	<b>Autumn 2018</b>
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<b>Responsible Committee:</b>	<b>Education Committee</b>

**Ambition · Pride · Success**

## 1. Vision, mission, context, approach, legal background

Haileybury Turnford is committed to working with staff, students and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our students and we will take all steps to ensure their safety. <sup>1</sup>

Haileybury Turnford's Positive Relationship Policy and practice aims to ensure the following:

'Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.'<sup>2</sup>

A positive school experience needs to be based on positive relationships. This policy aims to make sure as far as possible that students within Haileybury Turnford School are supported to build and manage strong friendships as well as successful relationships.

Incidents involving staff as victims or perpetrators of any type of bullying at Haileybury Turnford, will be treated with the same degree of seriousness as those involving students. All such incidents will be investigated fully and fairly. Further advice related to staff, governor or contractor involvement in bullying and harassment should be sought from the Schools Human Resources Manager; Mrs J Jarvis and the Chair of Governors of Haileybury Turnford; Mr R Matcham.

### What is Bullying?

Definitions: While there is no single definition of bullying, the DfE identifies three characteristics that are included in most definitions:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target/s

The DfE definition of bullying is as follows:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE 2007)

Students at Haileybury Turnford understand the definition of bullying as follows:

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<sup>1</sup> Education Act 2002; The Children Act, 2004; Education and Inspections Act, 2006; Equality Act 2006 and Equality Bill 2009; Statutory duties regarding: disability, ethnicity, gender, religion and belief, sexual orientation

<sup>2</sup> Safe to Learn, DfE 2007

'People doing unkind things to you on purpose, more than once, which it is difficult to stop.'  
(Safe to Learn, DFE 2007)

Racist incidents are defined by Haileybury Turnford as 'any incident which is perceived to be racist by the victim or any other person.'

### **Bullying Behaviour:**

Bullying can take place between students, between students and staff or between staff, and can include:

- Name-calling, taunting, mocking and making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Kicking, hitting, pushing
- Taking belongings
- Cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Haileybury Turnford designates bullying as any hurtful behaviour that leads to fear of recurrence.

## **2. Roles and responsibilities across the school**

### **Governors' role and responsibilities**

Haileybury Turnford Governors have a responsibility to promote the wellbeing and ensure the safeguarding of all students in Haileybury Turnford. Laura Pugsley (Governor) has particular oversight of anti-bullying is responsible for providing leadership to ensure the development, implementation and regular review of the anti-bullying policy takes place at least on an annual basis. Laura Pugsley is to ensure that policy and good practice is reflected in the school's antibullying practice. Laura Pugsley is responsible for recording, investigating and responding to any complaints from parents/carers or the wider community related to the school's response to bullying.

### **The role of the Principal and Vice Principal for Inclusion:**

The Principal and the Vice Principal for Inclusion are responsible for building and maintaining a school ethos which is welcoming, supportive and inclusive of all students, parents/carers and staff ensuring the promotion of wellbeing and safeguarding of all students in the school. With the advice and guidance of governors and through consultation with staff, students, parents/carers and other stakeholders, the Vice Principal for Inclusion is to develop, implement and review the anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst students at Haileybury Turnford. The Vice Principal for

Inclusion is to ensure the effective communication of the policy to all students, staff and stakeholders and also to ensure that students, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.

The Senior Leadership Team are to take action to prevent all forms of bullying and ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively. The Vice Principal for Inclusion is to make sure that effective monitoring procedures are developed, operated and maintained.

## **All teaching and support staff**

All teaching and support staff should contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all students and staff and are responsible for promoting the wellbeing and ensure the safeguarding of all students in school  
All teaching and support staff should behave with respect and fairness to all students, carrying out the letter and spirit of the anti-bullying and equalities policies

All teaching and support staff are expected to provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation and to model positive attitudes and relationships. All teaching and support staff are expected to promote the wellbeing of all students and take steps to ensure freedom from bullying and harassment, promoting a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.

## **Students**

Our expectations of students at Haileybury Turnford include the following:

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school

## **Parents/carers**

Parents and carers are encouraged to demonstrate positive support for the school's antibullying and behaviour policies

- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding students involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

### **3. Preventing and responding to bullying incidents**

Preventing bullying:

Haileybury Turnford will ensure the following in order to ensure we prevent bullying and discrimination and promote equality:

Displays regarding anti-bullying material are posted around the school by a variety of means (posters, website etc.) This also includes promoting [www.kooth.com](http://www.kooth.com) an online NHS counselling and support service for young people between the ages of 11-18.

The Positive Relationships Policy on the Haileybury Turnford website and Staff Website. References to the Policy and practice can be found in new admissions literature and handbook. Haileybury Turnford uses a variety of ways to teach students how to raise their concerns and how to help each other respond assertively to bullying; for example through assemblies and curriculum opportunities and PSHRE collapsed timetable days.

Curriculum opportunities to address the issues and promote positive relationships particularly in PSHRE, Drama and English.

All staff (teachers, link workers and other support workers) are trained to model appropriate calm, consistent adult behaviour and challenge bullying according to school guidance. Students are encouraged to become actively involved in antibullying. Sixth Form students are trained as peer mentors to younger students.

Students are encouraged to seek help at an early stage if they have concerns about 'relationships' or about hurtful behaviour. The aim of this policy is to support each student as an individual. Haileybury Turnford will do everything possible to help students to maintain Positive Relationships during their time here. The school will take strong proactive measures to develop the skills of the students to maintain Positive Relationships.

#### **Curriculum opportunities**

Haileybury Turnford ensure that a range of opportunities are offered in PSHRE, English, and Drama, assemblies, external speakers and collapsed timetable days for whole year groups. This helps students to develop knowledge and skills in relation to:

- Understanding the nature of bullying and its links to discrimination and prejudice
- Strategies for responding to bullying directed at themselves and others
- Choosing not to be involved in bullying behaviours
- The promotion of emotional health and wellbeing, resilience and self-esteem
- The development of empathy and relationship skills.

#### **Parents and Carers**

The Haileybury Turnford handbook and information for parents explains the process if a child is experiencing bullying or is a victim of discrimination. Parents/carers can contact their son/daughter's Form Tutor in the first instance, if they wish to take matters further, they can

contact the Assistant Year Achievement Coordinator for KS 3 or KS 4, Year Achievement Coordinator or the Vice Principal for Inclusion.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers can go to the Hertfordshire school complaints team or to relevant or alternatively parents/carers can make a formal complaint to the governing body.

### **Support for students**

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor/class teacher or member of staff of their choice
- Reassuring the student that they have done the right thing by making a report and that the school will be responding
- Offering continuous support
- Ensuring safety  
Working to restore self-esteem and confidence.

### **Students who have bullied will be helped by:**

- Discussing what happened
- Discovering why they became involved
- Exploring different perspectives as appropriate
- Establishing all hurtful behaviour and the need to change
- Informing parents or guardians to support change in the student

## **4. Recording and Reporting Bullying**

### **Student reporting**

Haileybury Turnford will monitor students' levels of confidence in the school system to respond effectively to bullying and racist incidents by regularly asking all students and targeted groups via questionnaires and focus groups about their understanding, experiences and beliefs about how the school deals with bullying and discrimination.

In addition to the normal reporting strategies where students can inform a member of staff about any concerns they may have the school has the following:

- An email reporting system. Parents/carers and students can email their concerns directly to their Tutor; Year Achievement Coordinator or Senior Member of staff.
- A number of trained Year 12 peer mentors who offer advice and support for younger students

## **Recording**

All identified incidents are recorded using statement forms. Records of all hurtful incidents including students involved; type of incident; follow up actions are recorded on a central log located on the Staff 'J' drive. Copies of statements; follow up action; and any evidence will be copied and filed for the student file. Copies of any RJA agreements made are copied, stored on relevant files and a copy of the student RJA contract will be sent to parents.

## **Reporting serious incidents**

Where there are serious bullying and racist incidents Haileybury Turnford will contact the relevant Local Authority adviser (Karin Hutchinson), who will offer additional support as appropriate to each situation. Under normal circumstances bullying and racist incidents will be dealt with internally.

Bullying and Racist incidents that may indicate a serious concern may include:

- Serious physical violence, e.g. needing medical attention, use of weapons
- Orchestrated bullying and harassment
- Repeated victim (a number of significant repeat experiences as a victim)
- Extremist group activity in school, e.g. distribution of literature and incitement to hate
- Extended absence related to bullying/racist incidents
- Risk of/attempted suicide/self-harm or other behaviour likely to suggest severe vulnerability  
Heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
- Formal complaints related to bullying or racist incidents.

## **5. Stakeholder involvement**

Parents and Carers are particularly encouraged to contact the school if they are concerned that their child is involved in bullying. Parents and Carers are offered opportunities throughout the Year to engage with the school and meet with their son/daughter's teachers through Parent Consultation Evenings; Parent Forums and Parent Meetings. If a parent/carer attends a parent meeting concerning their son/daughter a written account detailing actions agreed and further information as necessary will be provided after the meeting.

## **6. Impact Assessment**

The effectiveness of this policy will be subject to the normal school self-evaluation policies and procedures. It will be reviewed annually by the Senior Leadership Team and the Governors' Committee and revised as appropriate. Haileybury Turnford uses incident reports and a range of information to determine levels of bullying and the extent to which children and young people feel safe at school, including the following:

- Behaviour and Safety Questionnaire
- Interviews and focus groups

Outcomes from self-evaluation procedures may include, for example, that:

- All students know where to ask for help if they are being bullied
- All staff report that they feel confident to identify and address all forms of, and reasons for bullying
- There is increasing pupil confidence in the school system to respond effectively to bullying and racist incidents
- There has been a decrease in students' reported experiences of bullying (pupil survey data) • The gap between reported pupil experiences of bullying in school and recorded incidents in school has reduced
- There has been a reduction in reported experiences of racist language
- Bullying has been reduced in specific identified 'hotspots' (times, locations, etc.)
- Average speed of resolution of incidents has reduced