



Positive Relationships Policy (including Anti-Bullying Policy)

Start Date:	Autumn 2020
Date of Next Review:	Autumn 2021
Author:	Mrs M Goodes
Responsible Committee:	Education Committee

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.¹

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.'²

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:

¹ 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

² Safe to Learn, DfE 2007

‘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:

‘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)

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 rumors
- 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.

Students are bullied for a variety of reasons including:

- Ethnic background, religion or culture.
- Disability, special educational needs or being particularly able, gifted and talented.
- Sexual orientation.
- Gender (including sexualised bullying).
- Size, appearance or health conditions.
- Social or economic status (poverty, class).
- Age/maturity.
- Home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

Haileybury Turnford Anti-Bullying Vision

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. We acknowledge that:

- All members of the school community have the right to feel safe in school.

- All members of the school community have the right not to experience prejudice and hurtful behaviour at school, whether or not it is directed at them.
- All reported and witnessed bullying incidents should be treated seriously and responded to consistently.
- Intervention should support and empower students who have experienced bullying rather than encouraging a view of them as victims.

2. Roles and responsibilities across the school

Governors' role and responsibilities

- Promote the wellbeing and ensure the safeguarding of all students in school.
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy.
- Ensure that policy and good practice is reflected in the school's anti-bullying practice.

The role of the Principal and Vice Principal

Build and maintain a school ethos which is welcoming, supportive and inclusive of all students, parents/carers and staff.

Promote the wellbeing and ensure the safeguarding of all students in the school.

Provide support for the governors through the development and implementation of an effective anti-bullying policy.

Ensure the voice of students, staff, parents and carers is heard and communicated to governors.

All teaching and support staff

Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all students and staff.

Promote the wellbeing and ensure the safeguarding of all students in school.

Behave with respect and fairness to all students, carrying out the letter and spirit of the anti-bullying and equalities policies.

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

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

Our whole school strategy and approach towards effective anti-bullying work has included working and engaging with a social enterprise company known as Human Utopia. Students in Year 8 and 10 have worked closely with this organisation and they have helped to equip our students with the key skills and terminology to deal with bullying incidents.

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 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 Personal and Social Development. Curriculum opportunities to address the issues and promote positive relationships particularly in PSD, tutor time, Drama and English.

All staff (teachers, 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. A number of students and key pastoral staff have been fully trained as Anti-Bullying Ambassadors by the Diana Award Trust in July 2018.

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 P&SD (Personal and Social Development), 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 child's Form Tutor in the first instance, if they wish to take matters further, they can contact the Assistant Year Achievement Coordinator, Year Achievement Coordinator, Assistant Principal or Vice Principal.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers can 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 a member of staff of their choice or a trained anti-bullying ambassador
- 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 with a trusted member of staff or a trained anti-bullying ambassador
- 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

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention (Payback)
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

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 anti-bullying peer mentors who offer advice and support for younger students

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Prevention

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Writing and implementing a set of school rules
- Signing a behaviour contract
- Using Art, Drama or Music to reinforce awareness
- Reading stories about bullying or having them read to a class or assembly
- Having regular discussions about bullying and why it matters
- Setting up and sustaining a support system with other students

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school

- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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
- uses excuses to miss school (headache, stomach ache etc.)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

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 SIMS. Copies of statements; follow up action; and any evidence will be copied and filed for the student file. Copies of any Restorative Justice Agreements (RJA) agreements made are copied, stored on relevant files and a copy of the student RJA contract will be sent to parents/carers.

Reporting serious incidents

Where there are serious bullying and racist incidents Haileybury Turnford will contact the relevant Local Authority adviser 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
- There has been a reduction in reported bullying incidents
- Bullying has been reduced in specific identified 'hotspots' (times, locations, etc.)
- Average speed of resolution of incidents has reduced