



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

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<b>Responsible Committee:</b>	<b>Education Committee</b>

*Ambition · Pride · Success*

## **1. Mission Statement**

Haileybury Turnford is committed to working with staff, students, parents, and carers to create and maintain a school community where bullying and harassment are not tolerated. The school takes issues of bullying/harassment seriously and enables all members of the school's community to challenge bullying behaviour in order that a supportive, inclusive culture is maintained. The school antibullying 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 (Anti-Bullying 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. This policy should be read alongside our Rewards Behaviour & Discipline and Child-on-Child Abuse Policy.

The school's anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation (Preventing and Tackling Bullying; advice for Headteachers, staff and governing bodies, July 2017, The Equalities Act 2010, and The Education and Inspections Act 2006), and in conjunction with our duties for the safeguarding of children and young people (Keeping Children Safe in Education 2025).

## **2. DEFINITIONS OF BULLYING / HARASSMENT**

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". (Preventing and Tackling Bullying, DfE 2017)

Harassment is unwanted behaviour which is offensive or which makes someone feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Bullying/harassment can take many forms (for instance, online bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated

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by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. It is important to understand that bullying/harassment is defined by the impact on the person being bullied, not just the intention of the perpetrator.

Bullying/harassment is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. However, single incidents of hurtful behaviour may still leave the targeted student fearful of repetition and should always be addressed. This is particularly relevant to online bullying, when a single incident may have an ongoing impact.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. The school will challenge such disruption and inappropriate language, and will not dismiss it as banter or horseplay as it can lead to reluctance to report other behaviour. Early intervention will help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Bullying and harassment can take place in school and outside of school and can include:

### **Types of Bullying**

- Name-calling,
- Taunting
- Mocking
- Making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Kicking
- Hitting
- Pushing
- Taking and damaging belongings
- Hurtful behaviour that leads to fear of recurrence.
- Online bullying

Passive participation and collusion by bystanders also need to be considered as bullying/harassment.

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

Children and young people can both bully and be bullied at the same time. Students are bullied for a variety of reasons including:

- ethnicity, religion or culture
- disability, special educational needs or being particularly able, gifted & talented
- LGBTQ+ matters
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status
- age/maturity
- home circumstances – certain groups such as students in public care, adopted, young carers,
- or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable

Our separate but related Child-on-Child Abuse Policy should be read to provide further detail about our approach and procedures in place to deal with and respond to Child-on-Child abuse.

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

All members of the school community are encouraged to take responsibility for personal behaviour and actions and treat one another with compassion, respect and kindness. Everyone should contribute to creating a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged. All teachers, staff and governors should model positive attitudes and relationships. It is important that all members of the school's community take responsibility for creating a climate where students who are being bullied, or those who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

#### **Students**

Students are encouraged to speak directly with their class teacher/Form Tutor or a Trusted Adult if they are being bullied, or if they believe that another student is experiencing bullying/harassment. Students who are buddies or peer mentors are encouraged to explore any concerns about bullying/harassment and to report these to the Form Tutor, Pastoral Team or other member of staff immediately.

#### **Form Tutors/Class Teachers**

Form Tutors/class teachers should be aware of any unusual patterns of behaviour or attendance with respect to the students in their form/class and should investigate these as a priority. Where bullying/harassment is identified or suspected, they should discuss this with the students and then meet with the Year Achievement Coordinator (YAC) or a member of the Pastoral Team to decide how best to proceed. A record should be kept of these discussions, including written statements by the students. Form Tutors/class teachers should continue to monitor situations

closely. It should never be assumed that the bullying/harassment has stopped.

## **Pastoral Teams**

The Senior Lead, Assistant Principal, Year Achievement Coordinator or Assistant Year Achievement Coordinator, may identify patterns of absence, a change in conduct or a decline in tracking results. These should be investigated as a priority and explored with the Form Tutor/class teacher. Where bullying/harassment is identified as a cause, this should be dealt with immediately. The action taken by the Pastoral Team will vary according to the nature of the incident, including appropriate support. Parents/carers must be informed of the incident and the action taken.

Pastoral Leads may involve external agencies (including police and external services) as appropriate to respond to incidents. The PSHE programme includes opportunities for students to explore the themes of bullying/harassment and ways in which they can develop strategies to combat bullying/harassment. The assembly programme will offer additional opportunities to deliver the anti-bullying message throughout the year.

Pastoral Teams are responsible for ensuring accurate records are kept of incidents, along with how the school responded. This is logged on Class Charts and the student records.

Parents and Carers Parents and carers are encouraged to contact the Form Tutor/class teacher or Pastoral Team if they have any concerns about their child or about another student in the school. The Form Tutor/class teacher or YAC should record these concerns and investigate them as a priority. Advice to parents/carers is available (see Appendix 1)

## **4. Preventing bullying incidents**

Haileybury Turnford will ensure the following to ensure we prevent bullying and discrimination and promote equality and ensure all members of the school take responsibility for personal behaviour and actions and treat one another with respect, compassion and kindness.

Our whole school strategy and approach towards effective anti-bullying work is reinforced through the school's core expectations of being ready for learning, respectful and safe and also our HT Character Traits which include being adaptable, kind, ethical, inclusive, independent and healthy and underpin our personal development curriculum. These values are promoted through school for example, during assemblies and during Personal Development time during Form Time. An anti-bullying ethos is also reinforced through curriculum opportunities, particularly the PSHE programme, allowing discussion of a range of issues that may provoke conflict and to develop strategies to prevent bullying occurring. Themes celebrating diversity, differences/perceived differences, occur throughout the year, supporting anti-bullying ethos. These include a focus on LGBTQ+ History Month, Black History Month, and refugee support. There is also an opportunity for our students to become active in the anti-bullying ethos of the school, for example training to become an anti-bullying ambassador.

Displays regarding anti-bullying material are posted around the school by a variety of means (posters, website etc.) This also includes promoting online NHS support services for young people between the ages of 11-18.

All staff (teachers, and other support workers) are trained to model appropriate calm, consistent adult behaviour and challenge bullying according to school guidance and have been trained in trauma informed practice. Students are encouraged to become actively involved in antibullying.

The school also involves parents and carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents and carers should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.

The school also teaches students that using any prejudice-based language is unacceptable. Effective staff training is undertaken to ensure that this policy is effective. The school also celebrates success as an important way of creating a positive school ethos, for example through Rewards Assemblies.

#### **4. Responding to bullying**

An Investigation into an Allegation of Bullying form can be completed as appropriate

Meet with the student and listen to their account of the incident, allowing the student to fully express their feelings relating to the incident. Reassure the student that they have done the right thing by reporting the incident(s)

- Agree with the student what steps will be taken and when they will be given feedback about what has happened as a result of this
- Decide as to whether the student is able to return to class or needs to remain with a member of staff while the incident is being investigated.
- Gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity.
- Draw up a list of actions to be taken to deal with the perpetrators.
- Inform the student and parents/carers how the incident is being dealt with and check that they are satisfied that it has been dealt with effectively.
- Talk to the student about how they feel and ask whether they require further support. A record of action taken should be passed to the PL and SLT Link, along with any other documentation relating to the incident.
- The Pastoral Team will then consider and implement the agreed action points. The incident and action taken will be logged on Class Charts and reported to the Senior Leadership Team.

The order in which the above procedure is followed should be flexible and will be guided by the principle that support to the student is paramount.

The support given to students who have been bullied will be decided by the PL and the SLT link. The nature and level of support will depend on the individual circumstances and the level of need. These can include a meeting with a teacher that knows the student well, asking the pastoral team to provide support, working with a mentor or peer mentor, providing formal

counselling, engaging with parents/carers, referring to Local Authority children's services, completing a referral to an external agency such as SASH or referring to Child and Adolescent Mental Health Services (CAMHS). The sanctions applied to each case of bullying/harassment will depend on the extent and severity of the incident. The Pastoral Lead will discuss this with the SLT Link and possible sanctions will include after school payback (detention), internal exclusion, fixed-term exclusion and the possibility of a permanent exclusion in cases of serious and persistent bullying/harassment. It should also be recognised that students who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why students bully and reactions to bullying should be guided by individual needs.

In managing such situations, the school will have regard to current legislation with regard to equal opportunities. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

## **5. Bullying that occurs outside of school**

The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006). School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on, using the procedures in Section 4 (above). This may include sharing information with other schools if the perpetrators are not from this school. Members of SLT should also consider whether it is appropriate to notify the police of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **6. MONITORING THE IMPACT OF ANTI-BULLYING POLICY AND PRACTICE**

Haileybury Turnford uses a range of information to determine levels of bullying, the extent to which students feel safe at school and the extent to which staff feel confident in identifying and addressing bullying.

For example:

- There is regular review and monitoring of bullying/harassment incidents, records and data by
- Pastoral Teams, and Assistant Principals, Senior Leads, Vice and Senior Vice Principal
- This review and monitoring allow regular reports to be made to Governors.
- The views of students are sought, for example, through student questionnaires, focus group and the School Student Leadership Group
- The views of parents and carers are sought, for example, through questionnaires and Parental Forum
- The views of staff are sought, for example, through questionnaires and the meeting schedule of the school, including Faculty Meetings and Year Team Meetings.
- The school regularly evaluates and updates its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.



## **Appendix 1**

### **Advice to parents and carers**

What to do if you think your child is being bullied

If your child is being bullied at school, you should approach the school to tell them about the situation and find out what they are doing, or planning to do, to deal with the problem.

#### **Step 1: talk to your child**

You should

- talk calmly with your child about their experiences and help them to understand that there are
- some things that can be done to try to stop the bullying/harassment
- make a note of what your child says – particularly who was involved, how often the
- bullying/harassment has occurred, where it happened and what has happened
- reassure your child that they have done the right thing in telling you about the
- bullying/harassment
- explain to your child that, should any further incident occur, they should report it to a teacher
- straight away and tell you about it

#### **Step 2: talk to the Form Tutor and or your child's Pastoral Lead/Year Achievement Coordinator**

- You should
- make an appointment to see your child's Tutor/Pastoral Lead and/or Year Achievement Coordinator
- explain to the YAC/ Pastoral Lead the problems your child is experiencing
- The Pastoral Lead should investigate the allegations and take reasonable steps to protect your child
- obtain a copy of the school's Anti-Bullying Policy, so that you are aware of the action the school should take on being notified of a bullying/harassment incident. You should also request a copy of the school's Rewards, Behaviour & Discipline Policy as this will set out sanctions for certain types of behaviour.
- Remember when talking to the YAC/Pastoral Lead, you should
- try to be as specific as possible – the YAC/Pastoral Lead may have no idea that your child is being bullied
- and will need dates, places, times and the names of the children involved in order to take
- effective action to stop the bullying/harassment
- make a note of what the teacher has said and the action that they intend to take
- stay in touch with the school after this meeting (let them know if things improve as well as if the problem continues)

Keeping channels of communication open is essential if the issue is to be resolved.

Once your child has told you that they are experiencing bullying/harassment, you should keep a diary of incidents, including dates, times, perpetrators and action that you have taken. If you feel you cannot talk to your child's Tutor/Pastoral Lead/YAC, you should contact a member of the Senior Leadership Team.

