

TOWNSEND CHURCH OF ENGLAND SCHOOL



WELL-BEING AND ANTI-BULLYING POLICY

‘Acheivement for All’

‘Respect for All’

Updated September 2017

RESPECT FOR ALL

Everybody at Townsend has the right to be safe, be heard, be respected and be individual. We are proud of all members of the Townsend community. Bullying or actions that can affect the wellbeing of a student will not be tolerated. It is everybody's responsibility to ensure that we, as a school, ensure the wellbeing of our students and celebrate the individuality of our pupils and staff.

Our Respect for All statement forms the foundation of how we treat each other and guides the way we respond to people's differences. It is recited by the whole school aloud and together, at our Dedication Service at the start of each year and is revisited on many occasions through different curriculum areas. Our Learning for Life programme helps children understand what respecting each other means in everyday life.

As part of our Respect for All Statement we are committed to ensuring the wellbeing of all our school members.

At Townsend we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason.

We particularly reject the way that some people abuse others:

because they are richer or poorer, older or younger,

because they are small or tall, thin or fat,

because of the colour of their skin,

because they are a teacher or a pupil,

because of their religion or beliefs,

because of disability or personal problems,

because of gender or sexual orientation,

because of their looks or what they wear,

because of their likes or dislikes,

because they are popular or unpopular,

because of their ability or lack of ability,

because of their nationality or accent.

We are all individuals with differences, but we are all members of Townsend and can learn from each other.

What is well-being?

Well-being is defined by feelings. Students should feel safe, happy, comfortable and supported. At Townsend we are dedicated to making sure our students and staff achieve a sense of belonging and a feeling of wellbeing in our community.

Purpose

At Townsend our Well-Being policy and is intended to:

Empower young people, staff and parents to actively influence their lives and their living conditions.

Provide the basis for the detailed work being carried out to develop and strengthen capacity as a healthy setting for living, learning and working.

Provide integrated and positive experiences and structures, which promote and protect students health.

Create an ethos of care, respect, participation, responsibility and fairness for all.

Offer a context and support for monitoring and evaluating.

Objectives

To ensure a safe, supportive and challenging atmosphere.

To value and support all pupils, their families and staff.

To encourage a sense of belonging and promote self-esteem and respect among all pupils and staff.

To provide good opportunities for partnership working within the school.

To work in partnership with the home, the wider community and key agencies.

To use the curriculum effectively to enable all pupils and staff to :

- enjoy and succeed in a range of educational, social and cultural experiences
- make informed choices and decisions that help to ensure a healthy lifestyle
- make positive contributions to the well-being of Townsend school and the wider community

What is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, 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
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff will support all pupils who are bullied and will be alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

The school is aware that some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with *special educational needs or disabilities*, those who are *adopted*, those who are suffering from a *health problem* or those with *caring responsibilities* may be more likely to experience bullying because of difference. *Children in care* that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with *special educational needs or disabilities* can often lack the social or communication skills to report such incidents

At Townsend we recognise and appreciate the above and ensure that through our positive relationships with students and our open and regular communication with parents/carers we are able to identify and support all our students (including those who are deemed vulnerable) promptly and effectively. The school ensures through various practices eg Fun Club Wednesday lunch times and the use of Key Workers that all students are encouraged to talk and share any problems or concerns.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil. Where appropriate the school will access a variety of external agencies to support children and families.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Signs and symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of travelling to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- 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 books damaged
- has possessions which are damaged or " go missing"
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a text or cyber-message is received

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

At Townsend we are also committed to working with those students who may act as 'bystanders' or "spectators' and who believe that by merely watching that they are playing no part in the bullying. We believe strongly that all students involved in any incident of bullying – whether active or passive should accept responsibility and be supported in changing their behaviour.

All of our staff are trained and will be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Creating a safe and bully free environment

There are three main strategies at Townsend community that we adopt to create a bully free and safe environment:

- **Ensure individuals are not isolated** - encourage and provide a support network for students within their form and through our trained anti-bullying ambassadors as well as involving staff, especially the Form Tutor and Director Learning.

- **Encourage communication** - in order to reduce bullying there needs to be an ongoing dialogue within the school community about the issue.

Students can inform a requested member of staff or an anti-bullying ambassador through the Worry Box (located in the Discovery Centre) or verbally.

The person told will then encourage further communication with, and between, the victim, bully and any onlookers or witnesses, as deemed appropriate.

- **Increase awareness and understanding**- in order that all students understand how much damage and hurt bullying can cause. Through curriculum areas, Learning for Life, assemblies, Anti - bullying week, school council and extra curricular clubs students will develop a care and concern for each other.

Procedures to deal with bullying

- 1) Recognise bullying is taking place and complete Hertfordshire bullying allegation form **FORM 1**. A copy should go to DOL, FT and student file in the Office.
- 2) Encourage the child to talk to someone
- 3) DOL/FT to record details on Hertfordshire bullying report **FORM 2**.
- 4) Collect information from the bully and witnesses
- 5) Contact parents/carers of the victim and bully
- 6) Decide on appropriate action to manage the situation. The action taken will very much depend on the circumstances and severity. DOL/FT to complete **FORM 3a and 3b**.

Record of Incident

The adult dealing with the incident of bullying should complete the appropriate forms (see above). Copies should go to Director of Learning and copies should be put in the student file and the bullying file in the main office.

Advice for a student who is being bullied

We are a caring and supportive school. At Townsend we encourage all members of our community to seek help, advice and support. All students are aware of the following ways they can speak out.

Anti- bullying box – Write a note detailing an issue and put it in the anti- bullying boxes which are located in the Discovery Centre and the Front Office.

Verbally - talk to someone: teacher, sixth former, friends, form tutor, parents, brother or sister. This person will then help you either directly or will put you in touch with someone else who can.

The process of support should continue following these guidelines: (each incident will need to be dealt with according to circumstances):

Initial Contact with student	Contact witnesses	Contact bullies	Set targets & implement sanctions to resolve situation	Monitor situation follow up meetings with all parties
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For this process to work effectively a number of points need to be emphasised:

- The response must be immediate
- An atmosphere of openness must be encouraged with all parties involved
- The aim is to ensure the victim feels supported and protected
- The student must be given the power to guide the process: Do they want to meet the bully face to face? How do they want the situation resolved? What do they want you to do?
- Parents/carers of the student and bully should be kept informed.
- The incident and action taken should be recorded for monitoring and development work

Support Strategies at Townsend

- A 'buddy' can be organised so that the victim has support during break and lunch times.
- A victim support network can be created within the form / peer group so that the victim doesn't feel isolated.
- Advise the student not to react to the bullying but to try to keep and look calm and to turn and walk away.
- Advise the victim to keep within sight of an adult or a member of the 6th form.
- Suggest clubs that the victim could attend to make other friends.
- A Sixth Former may be involved in monitoring the situation and 'looking out' for the victim.
- An older student or peers could support the victim with bus travel.
- Encourage the student to focus on their positive qualities and achievement in School.

Changing and challenging negative behaviour

It is important to remember that it is the **BEHAVIOUR** and **not** the **STUDENT** that is unacceptable.

When a victim names a student as being a bully DO NOT accuse them of bullying straight away; listen to what they have to say.

When bullying has been observed or reported then the following steps can be taken:

- **Step one - interview the victim**
Find out from the victim how they feel and the details about the bullying incident and who was involved.
- **Step two - arrange a meeting(s) with the bully(ies) and witness(es)**
Arrange to meet individually all those involved. This will include any bystanders or colluders. Always start with the main offender and work down through the hierarchy.

- **Step three - explain the problem to them and educate them**
Ask the individuals if they have noticed the victim being upset, or a bit low recently. Keep rephrasing and returning to the question until there is recognition that the victim is not happy. Educate the students so that they understand their negative behaviour.
- **Step four - share responsibility**
Do not attribute blame but state clearly that it is the responsibility of the whole school community to try to make life as good as possible for each other.
- **Step five - ask the bully(ies) and witness(es) for their ideas**
The individual is then encouraged to suggest a way in which they could help the victim to feel happier. The interviewer gives positive responses to the suggestions that are most useful.
- **Step six - hand the responsibility over to them**
Pass the responsibility over to the individuals to solve the problem and help the victim. Arrange to meet up again within 7 - 10 days to see how things are going.
- **Step seven - arrange a future meeting**
At the next meeting everyone involved, including the victim, is asked how things have been going. This allows for close monitoring of the process whilst still involving the students in it.

If this approach fails and the evidence is strong enough then the more traditional approach should be adopted where the bully(ies) is challenged directly and relevant sanctions imposed.

Once again the environment the student is in should be such that they don't want to bully.

At all stages professional judgement should come into play.

The responsibilities of onlookers

People who watch bullying going on are helping the bully get away with it. Students should be advised to respond quickly and responsibly if they witness any bullying.

Tell an adult immediately.

If this is not possible they should tell an adult or an anti-bullying ambassador

Give a witness statement

Reporting bullying is not 'telling tales' or 'grassing'.

When a bystander reports an incident of bullying the student will be doing three things

- helping the victim in a situation where they feel threatened
- helping the bully to stop their unacceptable behaviour
- helping the school in creating an environment where everyone feels safe.

It is the responsibility of everyone to work together as a community so that we can learn respect and tolerance at Townsend.

Bullying out of school

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

(Department Of Education Preventing and tackling bullying July 2017)

Monitoring and Evaluation

Townsend's Anti bullying and Well-Being policy will be reviewed annually and presented to Governors for a final endorsement.

To support the annual review process the policy will be regularly evaluated through the involvement of all its stakeholders (as well as where appropriate external agency views)

- Students
- Parents/Carers
- Teachers
- Governors
- Education Support Staff

The evaluation will include interviews, questionnaires and student voice. It will involve keeping up to-date with national and local information, on bullying, research projects and national initiatives.

The most recent DFE guidance '**Preventing and tackling bullying' July 2017** has been used to support the updating of this policy.

The evaluation and review of the effectiveness of Townsend's Well Being and Anti Bullying Policy will also involve looking at subject, year and whole school work that helps translate the Respect for All Statement into practice for all Townsend's community.

Other related policies

- Child Protection
- Safeguarding

CROSS CURRICULAR LINKS

ENGLISH

English can be used in many ways to raise the issue of bullying. through the various media covered. Through Speaking and Listening students can discuss and use role play to explore bullying, looking at the victim, bully and onlooker. Students can read and consider bullying issues in literature. They can also write diary entries, letters, etc. from the viewpoint of the bully, victim or colluder.

Examples

MATHEMATICS

Students can construct a survey that can look at the present situation and then in the future monitor any changes - Handling data.

Examples

SCIENCE

Students regularly learn about health and wellbeing in science lessons. This is a vital part of keeping ourselves safe and healthy.

Examples

RELIGIOUS EDUCATION

Examples

DESIGN AND TECHNOLOGY

The students could consider the layout and design of the school buildings and play areas and plan ways of improving them to reduce the chances of bullying occurring This could cover the design process and then the making of a model.

Examples

HISTORY

Students could study the bullying tactics used by past civilisations. They could also consider the oppression of minority groups in different Discussion could lead to the wrongs of aggression when used on the and exploration about how those oppressed coped with their situation and improved on it.

Examples

GEOGRAPHY

Students could use geographical skills to map the school grounds. They could also consider how the features of a locality affect the population working in it.

Examples

ART

Posters could be made as part of an advertising campaign to stop bullying, Students could use different styles of artwork to express the feelings of the bully, victim or colluder.

Examples

DRAMA

Through role play and improvisation, the students could explore the issue of drama from a number of angles so that the students develop an understanding of why people bully or are bullied, They can then develop and practice strategies which may help the victim in this situation or aid the bully to stop their negative behaviour.

Examples

MUSIC

As with Art, music can be used to explore the emotions that surround bullying.

Examples

INFORMATION TECHNOLOGY

A number of I.T. packages can be used in relation to bullying, i.e., word processing for writing stories, poems etc.; spreadsheet for collating survey results. There are also a number of excellent websites with activities and prompts to encourage students to understand the issues of bullying.

Examples

PHYSICAL EDUCATION

Examples

TOWNSEND LEARNING COMMUNITY (YEAR7 ONLY)

Other subjects can develop strategies and schemes of work from the above suggestions.

ACKNOWLEDGEMENTS AND FURTHER INFORMATION AND ADVICE (FOR PARENTS/CARERS AND STUDENTS)

Department of Education - Part 1 Keeping Children Safe in Education September 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Department of Education - Preventing and tackling bullying July 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

KIDSCAPE <https://www.kidscape.org.uk/>
Kidscape Office
2 Grosvenor Gardens
London SW1W 0DH
Tel: 020 7730 3300
[Parent Advice Line](#) call 020 7823 5430 (Mon-Tues, 10am-5pm)

Advisory Centre for Education (ACE) 020 7354 8321
www.ace-ed.org.uk/pdf/bullying.pdf

Youth Talk St Albans 01727 868684
<http://www.youthtalk.org.uk/>

Youth Access 020 8772 9900
<http://www.youthaccess.org.uk/>

Childline 0800 1111
www.childline.org.uk

Family Lives 0808 800 2222
(Listening Supporting and non judgemental) <https://www.familylives.org.uk/>

Bullying UK (part of Family Lives) <https://www.bullying.co.uk/>

Young Minds <https://youngminds.org.uk/>

Kooth <https://kooth.com/>

Healthy Minds 01438 843322
For urgent help or if you need to speak to someone call our Single Point of Access (SPA)
Tel: 0300 777 0707 from 8am - 7pm Email: hpft.spa@nhs.net