





TOWNSEND

CHURCH OF ENGLAND SCHOOL

Anti-Bullying Policy

The school's Anti-Bullying Policy and procedures have been adopted by the Governing Body and will be reviewed regularly.

"By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments, where pupils are able to learn and fulfil their potential." (DFE, 2017)

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| Headteacher Signature: Anthony Flack |  | Chair of Governors Signature: Helen Quenet |  |

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1. Introduction

At Townsend, our vision 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

We believe in celebrating individuality and difference as one community. Everybody at Townsend Church of England School has the right to be safe, be heard, to be respected and to be individual within the rules and policies of the schools culture and ethos. We are proud of all the members of our Townsend community.

Bullying or actions that can affect the wellbeing of a pupil are not to be tolerated. It is everybody's responsibility to ensure that our community members feel safe and have the confidence to be who they want to be and that they are able to express their individuality proudly. We like to celebrate people's uniqueness and believe our Respect for All statement, our biblical reference 'Love Your Neighbour' (Luke 10:29-37) and our distinctive Christian Ethos, send a clear message of tolerance, care understanding and acceptance. Our moral purpose is based on respect, support and commitment and we ensure the wellbeing and safety of every pupil through our statement of mental health and pastoral intent.

2. Principles

Our mission statement is '**Achievement for All, Respect for All**'

At Townsend Church of England School we believe that every person is equally important and that no no-one has the 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 male or because they are female,

because they are a teacher or pupil,

because of their religion,

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 Church of England School and can learn from each other.

This Respect for All statement forms the foundation of how we treat each other and guides us in the way we respond to people's differences. We say it aloud and together during our Cathedral Dedication Service at the start of each year and it is revisited on many occasions through different curriculum areas, assemblies and different whole school events. It is displayed prominently in the school entrance and in every classroom.

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

Our Wellbeing Policy 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 pupils' and staff mental and physical health.
- Create an ethos of care, respect, participation, responsibility and fairness to all.
- Offer a context and support for monitoring and evaluating.

The objectives of our Wellbeing Policy are:

- To ensure a safe and supportive 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 school
- To work in partnership with home, the wider community and key agencies to promote positive wellbeing
- To use the curriculum effectively to enable staff and pupils to enjoy and succeed in a range of social and cultural experiences, make informed choices and decisions that help to ensure a healthy lifestyle and make positive contributions to the well-being of the members Townsend Church of England School, and the wider community.

3. Roles and Responsibilities

The Headteacher and the Senior Leadership Team will be responsible for the implementation of the Anti-Bullying Policy. All staff have a shared responsibility for the safeguarding of our pupils with regards to bullying and have a shared responsibility to report, record and respond to allegations of bullying and to investigate. The School Leadership group will support staff through a Line Management system.

Staff including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school through such things as, the monitoring of mobile phones on social media and interactions with other young people. We actively encourage parents/carers to work in partnership with the

school in order to ensure consistency and a high standard of behaviour.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures, and expectations for anti-bullying before starting school in Year 7, and regularly throughout each academic year.

Staff and pupils also have a responsibility to ensure that incidents of bullying, violence, any form of harassment, including sexual bullying and harassment, are reported to the relevant member of staff so that the matter can be addressed.

4. Pastoral Care System

Form Tutor

Each pupil has a Form Tutor who, under the management of the Director of Learning for the Year Group, works to enable the pupil to make the best use of learning opportunities and their time spent in school. Form Tutors are responsible for overseeing the well-being and pastoral care of pupils with a focus on the academic progress and the social development of the pupils in their charge. All Form Tutors must encourage pupils to reach their potential and will take opportunities to support and reinforce good behaviour and discuss inappropriate behaviour during allocated tutor times. Form Tutors, through using the school administration system (Arbor), can support subject staff by reinforcing good behaviour in lessons and placing pupils on report where they feel correction is necessary. Form tutors can provide the support needed if a pupil is the victim of bullying. They are often the first member of staff a child will see in the morning and are able to talk to them confidentially to report any incidents of bullying.

Director of Learning for Year

The Director of Learning's role is to have an academic and pastoral oversight and to promote and support all pupils in the year group to develop skills and strategies to make progress in the classroom and the wider community. They are also there to support those pupils who struggle to meet required expectations at Townsend Church of England School. The role of the Director of Learning is to investigate and respond to and support allegations of bullying, using appropriate sanctions. They are there to support the victim and educate the bully/ies as well as be proactive in formulating and implementing intervention strategies for pupils who may experience bullying. This can be done by using a wide range of external agencies, where necessary, to improve behaviour and to reduce the potential risk of receiving a fixed-term suspension or permanent exclusion. Some examples of external agencies that may be used are:

- Educational Psychologist
- Local Education Support Centres
- Services for Young People
- Local Authority Attendance Improvement Office
- PCSOs (Police Community Support Officers)
- School Nurse
- Targeted Youth Support
- Behaviour Intervention worker
- Family Worker
- Local support worker and male mentor (VISTA)

5. What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. Bullying is the use of aggression with the intention of hurting another person, it can be verbal, non-verbal and physical and it results in pain and distress to the victim.

Bullying can be, but is not exclusive to:

- 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 and use of digital communication

Bullying can happen to all children and young people and adults, including teachers. It can affect their social, mental and emotional health. School staff will listen to and support all pupils who say they are bullied and will be alert to the effect any form of bullying can have on young people. 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. We are aware that there are groups within society who are more likely to be bullied due to:

- Race
- Faith
- Appearance
- Identity, sexual orientation or lifestyle choice
- Pupils with special educational needs or disabilities
- Pupils who are adopted
- Pupils who are suffering from a health problems
- Pupils with caring responsibilities
- Pupils in care that are frequently on the move
- Refugees

These young people are often the same young people who may need greater support to deal with the impact of bullying, for example those 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 Church of England School we recognise and appreciate the above and ensure that through our positive relationships with pupils and our open and regular communication with parents/ carers, we are able to identify and support all of our pupils promptly and effectively. The school ensures that through various practices that all pupils are encouraged to talk and share any problems and 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 that may affect the social, mental and emotional health of the pupil and staff. Where appropriate, the school will access a variety of external agencies to support children and families who have been affected by bullying.

6. Signs and symptoms of bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or avoiding their peer group. There may be evidence of changes in work patterns, lacking concentration or truanting from school or missing lessons. A

child may indicate by signs or behaviour that they are 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, self-harms 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 Church of England School we are also committed to working with those pupils 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 pupils involved in any incident of bullying – whether active or passive should accept responsibility and be challenged and supported in changing their behaviour. All our staff are made familiar to the signs of bullying and the importance of acting promptly and firmly against bullying.

7. Creating a safe and bully free environment

There are three main strategies within our community that we adopt to support a bully free and safe environment:

1. **Ensure individuals are not isolated** – we encourage and provide a support network for pupils within their form group and through our anti-bullying ambassadors. We involved staff where appropriate, as well as pastoral support from form tutors and Directors of Learning (Head of Year).
2. **Encourage communication** – in order to reduce bullying there needs to be an ongoing dialogue within our school community about bullying. We actively encourage pupils to become anti-bullying ambassadors and ensure each form group has an anti-bullying ambassador. These ambassadors are involved in promoting anti-bullying work such as anti-bullying week activities and leading assemblies on focus weeks which support and increase awareness of at risk groups. We encourage all pupils to report incidents of bullying to a member of staff, older pupil or through the form on the school website.
3. **Increase awareness and understanding** – in order that all pupils understand how much damage and hurt bullying can cause, we ensure that bullying is included in the Relationships and Sex Education curriculum that pupils are provided with in each year group. It is also discussed as part of the curriculum in other areas e.g. assemblies, anti-

bullying week and mental health awareness week. We also encourage pupils to develop a care and concern for each other through our Respect for All policy.

We also take a proactive approach to behaviour management in order to reduce the likelihood of bullying incidents occurring. This is actively done through:

- Knowing and understanding our pupils and their influences, including those where trauma has had an impact on their childhood, sharing information appropriately. Being a trauma informed school with appropriate training for all staff is central to this. Understanding that pupil behaviour has a range of different influences, some of which teachers can manage directly, but also understanding a pupil's context to inform effective, individual responses to misbehaviour. We encourage all pupils to have a supportive relationship with at least one member of school staff, often this is through the form tutor.
- Teaching learning behaviours alongside managing behaviour – we expect our staff to be role models and we encourage staff to teach learning behaviours by encouraging pupils to be self-reflective of their own behaviours.
- Using classroom management strategies to support good classroom behaviour – staff are aware that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. We support staff with effective classroom management with the Behaviour Policy, line management and SLT support. We support staff to develop good classroom management, reflective practice and modelling to limit the challenging behaviour in the classroom. Our student rewards system is used by all staff across the school to encourage positive, pro-social behaviours from pupils.
- Using simple approaches as part of our regular routine – breakfast clubs, homework clubs, extra-curricular activities as well as praise, rewards and communication with parents/carers are all used in order to support positive behaviour from pupils. The Behaviour Policy is clear and consistently applied across all areas of the school which is monitored through the line management system and learning walks. Individual pupil cases are looked at when using the Behaviour Policy and staff are trained where pupils may need to be supported differently where there is a high behaviour need.

8. Dealing with bullying

- 1) Recognise bullying is taking place
- 2) Encourage the child to talk to someone
- 3) Record details using the guidance sheet for reporting, recording and responding to bullying
- 4) Collect information from the bully and witnesses (reporting)
- 5) Record the bullying on our centralised computer system (CPOMS) which is monitored daily by Directors of Learning and Senior staff
- 6) Decide on the appropriate action to respond to the bullying.

Reporting of the incident

When a bullying incident is disclosed to a member of staff, they need to listen to the child's account and ensure that they gather all of the information needed to record the incident. Notes can be taken during the conversation, or directly afterwards in order to ensure it is fresh in their mind.

Record of Incident

The adult to whom the bullying incident is reported to should record all details on CPOMS (as detailed on guidance sheet). If another pupil reports the bullying, they will need to inform a member of staff,

who should then record the incident. If bullying is reported through the school website, the Director of Learning for the year group is responsible for investigating and recording the incident on CPOMS.

The record on CPOMS must include:

- Child's account in full in their own words
- When and where the alleged incident took place
- Any questions that the child was asked at the time and their answers
- The time and place that the child was spoken to
- A record of anyone else that was present when the child was spoken to
- The child's demeanour and what actions were taken during the meeting
- The child's own words if they have disclosed the information.
- Professional opinions when recording incidents are important, but these must be recorded as opinions.

Responding to the incident

Directors of Learning for year groups are responsible for responding to incidents of bullying in the first instance. This will be supported through line management and SLT.

When responding to bullying we will ensure the following steps:

1. Safety of those directly involved

Step one - Safety – Are all pupils involved safe? Ensure that the victim will not endure any further bullying whilst the situation is being dealt with.

Step two – Has the incident/s been recorded?

Step three – Ask the victim how they are feeling and how they think the situation can be resolved.

Step four – Ask the aggressor how they are feeling and how they think the situation can be resolved.

Step five – Inform the victim and the aggressor of what you will be doing next.

Step six – Inform other relevant people of the next steps (parent/ carer, tutor, other staff, friendship groups)

2. Changing and challenging negative behaviour

It is important to remember that it is the **BEHAVIOUR** and not the **PUPIL** that is unacceptable. When a victim names a pupil as being a bully DO NOT accuse the aggressor of bullying straight away; listen to what they have to say.

At Townsend Church of England School we may use some or all of these possible strategies when responding to incidents of bullying:

- Arrange a meeting(s) with the bully(ies) and witness(es)
- Arrange to meet individually all those involved.
- Encourage the bully to see the event from the victim's point of view.
- 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 and safer in school

- Responsibility – Educate the bully that their behaviour is not acceptable and will not be tolerated in school. Explain the consequences if this behaviour continues. The bully must be sanctioned. Inform parents/carers.
- Arrange a meeting with the victim and explain what has been agreed. Inform parents of the victim.
- Arrange a meeting with victim and bully in after a few days, but within at least two weeks.
- Feedback to parent/carer of both victim and bully.

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, safe, happy and able to learn
- The pupils will be involved in how the process proceeds.
- Possible suggestions may be: 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 pupil and bully should be kept informed.
- The incident and action taken should be recorded for monitoring and development work
- Follow up work should include checking in with the victim, aggressor and checking on staff who have been involved in the reporting of the incident

3. Preventing the bullying from reoccurring

We will work with the victim and the bully/ies along with any bystanders in various ways outlined in this policy to prevent incidents of bullying reoccurring.

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

| | | | | |
|----------------------------|-----------------------|-----------------------|--|---|
| Initial contact with pupil | Contact any witnesses | Contact the bully/ies | Set targets, offer support and/or implement sanctions to resolve the situation | Monitor the situation and follow up meetings with victim and bully/ies if the victim wants to |
|----------------------------|-----------------------|-----------------------|--|---|

Advice for a pupil who is being bullied

We are a caring and supportive school. At Townsend Church of England School we encourage all members of our community to seek help, advice and support. We help pupils understand how they can speak out:

Verbally - talk to someone: teacher, sixth former, friends, form tutor, parents/ carers, brother or sister or other family members. This person will then help you either directly or will put you in touch with someone else who can, or will report it to a member of school staff such as the form tutor.

Report a concern – pupils and parents/carers can report an incident of bullying by contacting the Form tutor, Director of Learning or a Trusted Adult – (see the list of trusted adults on our website <https://townsend.herts.sch.uk/reporting-a-concern/>)

Some Possible Support Strategies at Townsend Church of England School

- A 'buddy' can be organised so that the victim has support during break and lunch times and on journeys to and from school.
- A victim support network can be created within the form/peer group so that the victim doesn't feel isolated.
- Advise the pupil 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 Sixth Form
- Suggest clubs that the victim could attend to make other friends
- A Sixth Former could be involved in monitoring the situation and 'looking out' for the victim.
- An older pupil or peers could support the victim for bus travel.
- Encourage the pupil to focus on their positive qualities rather than their negative ones.
- Wellbeing support
- Pupil mentoring programme (Student Breakthrough)
- Anti-bullying ambassador support
- Designated safe space area on an individual basis

The responsibilities of onlookers

People who watch bullying going on are helping the bully get away with it and are encouraging the behaviour. Pupils found to be recording and/or distributing acts of bullying using technology will be sanctioned in line with this policy. Pupils should be advised to respond quickly and responsibly if they witness any incidents of 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 pupil 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 Church of England School.

Bullying out of school

Where bullying occurs outside of school and is reported to school staff, it should be investigated and acted upon. The Senior Leadership Team should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken. 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 lawful control of school staff, for instance on a school trip. (Department of Education Preventing & Tackling Bullying – July 2017)

Further advice and information on bullying

Department for Education – [Keeping Children Safe in Education](#)

Department for Education – Preventing and tackling bullying 2017

(https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf)

| | |
|--|---|
| Kidscape website | www.kidscape.org.uk |
| Advisory Centre for Education (ACE) | https://www.ace-ed.org.uk/advice/tackling-bullying/ 020 7354 8321 |
| Youth Talk St Albans | www.youthtalk.org.uk / 01727 868684 |
| KIDSCAPE Parents Parent Advice Helpline | https://www.kidscape.org.uk/parentsupport@kidscape.org.uk/ 0300 102 4481 |
| Youth Access | http://www.youthaccess.org.uk / 020 8772 9900 |
| Family Lives | www.familylives.org.uk / 0800 800 2222 |
| Child line | www.childline.org.uk / 0800 1111 |
| Young Minds | https://youngminds.org.uk |
| Kooth | http://kooth.com |
| Healthy Minds | 01438 843322 |

For urgent help or if you need to speak to someone call the Single Point of Access (SPA) – 0300 777 0707 (8am – 7pm) Email: hpft.spa@nhs.net

9. Evaluation and Review of Anti-Bullying at Townsend Church of England School

Townsend Church of England School's Anti-Bullying Policy will be reviewed and evaluated regularly and presented to the Governors for a final endorsement.

The most recent DFE guidance 'Preventing and tackling bullying' July 2017 has been used to support the updating of this policy, alongside information from the Anti-Bullying Alliance.

The evaluation and review of the effectiveness of Townsend Church of England School's Anti-Bullying and Wellbeing policies will also involve looking at subject, year and whole school work that helps translate the Respect for All statement and our biblical value of 'Love Your Neighbour' into practice for all of our school community.

















































































































This policy works in along with other related policies:

- Child Protection Policy
- Wellbeing Policy
- Behaviour and Behaviour Management Policy
- Equality Policy






10. Further advice and information on bullying

Hertfordshire Children and Young People's Mental Health Service Directory

The services below provide a combination of early intervention and more specialist support for children and young people's mental health. Click the service name to be redirected to more information.

| | |
|---|--|
| Chathealth 0-5    | PALMS    |
| Chathealth 11-19    | Safe Space     |
| Children's Crisis Assessment and Treatment Team    | School Nurses and Duty Line     |
| Children's Wellbeing Practitioners     | Services for Young People    |
| CHUMS Bereavement Support    | Signpost     |
| Educational Psychologists   | Single Point Access (SPA)      |
| Families First    | Specialist CAMHS     |
| First Steps ED    | Spectrum Family and Young People's Service     |
| Health for Kids  | Step 2    |
| Health for Teens  | The Sandbox     |
| Herts Haven Cafés      | The Toolbox (Neurodiverse)     |
| Just Talk   | Togetherall  |
| Just Talk Ambassador Scheme   | WithYOUth      |
| Lumi Nova     | YCT Counselling      |
| Mental Health Support Teams in Schools (MHSTs)     | Youth Talk Counselling      |
| NESSIE Parenting      | Young Minds Parent Helpline   |
| NHS Talking Therapies     | |



-  Telephone service  Online/virtual service
-  Face to face service  Referral required
-  Includes support for early years

-  Reaching developmental and emotional milestones, learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities.
-  Difficulties with normal life problems, poor self confidence, low self esteem, low aspirations, difficult family relationships, poor peer relationships, experimental substance misuse, bereavement, poor concentration, difficulty sustaining relationships, some worries, low mood.
-  Many worries, high levels of anxiety, persistent low mood, body image concerns, behaviour puts peers at risk, persistent or high risk substance misuse, risk taking behaviour, unable to display empathy, difficulty coping with anger or frustration, bereavement by suicide/suspected suicide, withdrawn or unwilling to engage, disruptive or challenging behaviour, unable to maintain peer relationships (bullying, bullied or aggression etc).
-  Mental health problems which are:
 - Persistent, complex and severe
 - Present in all environments (home, school, with peers)
 - Beyond a normal response to life's problems
-  Deliberate self harm requiring hospital treatment, suicidal ideation with imminent plan and means, psychotic episode (hearing unexpected voices, unrealistic or racing thoughts not related to physical or substance misuse), intentional overdosing, persistent inability to engage with services or support offered, risk taking behaviour with no underlying mental health disorder, unresponsive to treatment and continuing to decline.

If you have any suggested changes to the directory, please email shelley.woods@hertfordshire.gov.uk