

Katherine Warrington School Anti-Bullying Policy

(February 2019. Students, Family and Community committee)

Anti-Bullying vision and approach

Katherine Warrington School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind (whether it takes place in school or at home) prevents this from happening. Our vision is:

- To build and maintain an anti-bullying ethos within the school community
- To ensure all staff, students and parents and carers have a clear understanding of what bullying behaviour is, both in and out of school bounds and hours
- To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- To ensure that all students, parents and carers know the school policy on bullying and feel confident to follow the anti-bullying systems
- To challenge attitudes about bullying behaviour as everyone has the right to learn in a comfortable environment
- At Katherine Warrington School bullying should be actively challenged and diversity celebrated
- To increase understanding for students who are victims of bullying. The school's 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. As a school, we take bullying very seriously. Students, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of members of the school community to implement the school's Anti-Bullying Procedures. This procedure is an important and integral part of the school's Behaviour, Safeguarding and Equality Scheme policies also.

The key legislation, government policies, school guidance which influence our anti-bullying policy and practice are listed below:

- 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 and age

and

KATHERINE WARINGTON SCHOOL Behaviour Policy

What is bullying?

Following recommendations from Hertfordshire County Council, bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target of the bullying
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s, whether as a result of prior context, the content or the experience of the hurtful behaviour.

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

- teasing that becomes hurtful or distressing
- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, alternatively the setting up of websites designed to embarrass or upset individuals

Students may be 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 or whose parents/carers have mental health difficulties may be particularly vulnerable

As a school, we also challenge the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, bi-phobic, sexist or racist language does not go unchecked at Katherine Warrington School, whether it is targeted at an individual or not.

Peer on Peer abuse:

If a student causes harm to another, this should not necessarily be dealt with as abuse. The following guidelines should be read in conjunction with those listed above to ascertain the severity of the behaviour. When considering whether behaviour is abusive, it is important to consider:

- whether there is a notable difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other students
- whether there are concerns about the intention of the alleged perpetrator

Any manifestation of peer on peer abuse (physical, sexual or emotional including gender based violence/sexual assaults, sexting, teenage relationship abuse, peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour) that is identified by a member of staff is referred immediately to the DSP in school so that it can be dealt with through the appropriate channels.

Roles and Responsibilities across the school

Governors' role and responsibilities

- Promote the wellbeing and ensure the safeguarding of students in school
- Ensure the school complies with legislation and statutory duties, and observes national and local guidance
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying Behaviour

Headteacher and senior staff with key responsibilities:

- Build and maintain a school ethos which is welcoming and supportive and inclusive of students, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of students in the school
- Ensure staff (including support staff) receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- When appropriate, use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Act as appropriate role models for managers, staff, parents and students
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.,) as appropriate to respond to incidents

All teaching and support staff:

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of students and staff
- Promote the wellbeing and ensure the safeguarding of students in school • Behave with respect and fairness to all students
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices
- Model positive attitudes and relationships in line with guidance in the Katherine Warrington School Staff Code of Conduct
- Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling the behaviour and values they are trying to instil in the school community

Students

- Should report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else. Students who do not report a bullying incident (acting as a bystander) are likely also to receive a consequence.
- 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, diversity is celebrated and discrimination is actively challenged

Parents/carers

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times, especially within the school grounds
- Report to the school any concerns regarding students involved in bullying

Preventing and Responding to bullying:

Whilst we acknowledge that bullying cannot be completely eradicated, as a school, we are wholly committed to taking measures to minimise its presence and impact on individuals and the student body. The following strategy, developed in consultation with students, parents, staff and governors, gives details of how we hope to achieve this:

- Katherine Warington School has an effective pastoral system which takes all allegations of bullying seriously, investigates them and acts upon the findings according to the guidelines in this and the associated behaviour policy. This will always involve discussion with all students involved and, in the majority of instances, their parents
- The teachers' observation of the behaviour of the students in their care is often the first indicator of bullying. The Form Tutor's role is vital but all staff will be vigilant and alert to signs of bullying
- House Leaders from each House in the school are trained as Diversity and Wellbeing Ambassadors. These students are identifiable around the school site and students may report to them any bullying incidents they may be concerned about and know that their concerns will be listened to and appropriate information passed to pastoral staff where appropriate
- Assemblies and house activities relating to the promotion of diversity and wellbeing at Katherine Warington School are exemplified annually during National Anti-bullying Week in November and regular Feeling Good Weeks
- An annual Diversity and Wellbeing Conference is held annually with House Leaders and staff members from the Katherine Warington School. Diversity and Wellbeing Action group in the week prior to National Anti-Bullying Week in November to discuss any updates to the school's anti-bullying policy
- A year 7 'bully-free form status' programme is run annually and an accreditation event is held in May, led by the school's PSHCE co-ordinator, assisted by the pastoral team, senior staff and governors
- A whole school focus on *#ThisisMe*, celebrating diversity in our school community, promoted through; a variety of House activities throughout the year, Thought of the Week (including related work in form time) and assemblies
- Anti-bullying advice is displayed around the school and the school's Anti-bullying Policy is available on the website

- The PSHE and Citizenship curricula address issues such as bullying, conflict and its resolution and peer pressure as do other subject areas such as Drama and on occasion, English. Students discuss both the impact of such behaviour on others and also look at effective ways of dealing with the situations they may experience. Students will also be made aware of anti-bullying strategies through assemblies and form periods
- The ICT Acceptable Usage Policy includes specific measures to tackle cyber bullying through the misuse of digital media, such as images of students, both in and out of school
- Information from the annual Quality of Life survey is shared with staff and students based on the outcomes from this survey; both positive and areas to next improve or develop

Stakeholder communication

The school's Anti-bullying policy is available for students, staff, governors and parents/carers to view on the school website. Staff (teachers, teaching assistants and other support workers) are expected to model appropriate behaviour and challenge bullying according to guidance. Parents are encouraged to contact the school if they are concerned that their child is involved in bullying.

Monitoring and evaluation

Monitoring and evaluation forms a regular part of the school's self-evaluation process. All policies are evaluated and reviewed with involvement from staff, students, the governing body, parents and carers as appropriate. The Anti-bullying policy is reviewed every 3 years. Tools that are used to assess the impact of the implementation of our anti-bullying policy include:

- Annual behaviour report to governors by a senior member of staff, including information on reported experiences of bullying and recorded incidents of bullying
- The outcomes and actions that stem from the annual student Quality of Life survey