

Anti-Bullying Policy

Hartford Church of England High School



Approved by: Welfare Committee

Date: 12th October 2020

Last reviewed on: 12th October 2020

Next review due by: Autumn Term 2023

**HARTFORD CHURCH OF ENGLAND HIGH SCHOOL
Anti-Bullying**

| Date | Review Date | Coordinator | Nominated Governors' Committee |
|---------------------|-------------------------|--------------------|---------------------------------------|
| October 2020 | Autumn Term 2023 | D Woods | Welfare Committee |

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims & Objectives

- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying and to keep records of all incidents of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- delegated responsibility to the Welfare Committee to review and approve this policy and to receive regular briefings regarding pupil behavior issues, including bullying;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong through tutor time and school assemblies;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- work with parents in dealing with bullying;
- inform parents of any incident of bullying and how it has been dealt with;
- keep records of all incidents of bullying;
- monitor the number of recorded incidents in an academic year;
- monitor the types of bullying that occur in an academic year;
- monitor how swiftly incidents of bullying are dealt with;
- discuss with the school council:
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school personnel in dealing with incidents of bullying?
 - How good are school personnel in identifying the symptoms of bullying amongst pupils?
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- work closely with the Governors' Welfare Committee and coordinator;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the Pupil Welfare committee;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the GB on the success of this policy

Role of the Pupil Welfare Committee

The Pupil Welfare Committee will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- receive regular updates regarding pupil behavior issues, including bullying.

Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying through tutor time;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils must be aware of and comply with this policy and are expected to:

- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents must be aware of and support this policy and are expected to:

- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Training for School Personnel

School personnel will undertake training in:

- What is bullying?
- Types of bullying such as cyberbullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture;
- Recognising bullying;
- Anti-bullying strategies;
- How to deal with a bullying incident;
- Counselling the bullied and the bullies;
- Working and co-operating with parents and carers

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Incidents

- All reported incidents are investigated and dealt with.
- Parents are informed of all events and what actions have been taken.
- Records will be kept of all incidents and their outcomes.
- We will always seek reparation in the first instance. However, if the situation is not resolved a range of graduated response actions will be considered, in line with our behaviour policy.

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the Pupil Welfare Committee.

Linked Policies

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| ▪ Pupil Behaviour & Discipline | ▪ Child Protection & Safeguarding |
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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy | New/Proposed Policy | Updated Policy (✓) |
|----------------------|-------------------------------|-----------------|---------------------|--------------------|
| Anti-Bullying | See Aims & Objectives Section | | | ✓ |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
| | ✓ | ✓ | ✓ | | | | |

| Question | Equality Groups | | | | | | | | | | | | | | | | | | Conclusion | | | | | | | | | | |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----|----|-----|-----|----|
| | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Yes | No | | | |
| Does or could this policy have a negative impact on any of the following? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | Yes | No | |
| | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | |
| Does or could this policy help promote equality for any of the following? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | ✓ | |
| Does data collected from the equality groups have | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|------------|-----------|
| a positive impact on this policy? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

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| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
| Sara Morris | 05/10/2020 | Governors Welfare Committee | 12/10/2020 |