



THE JOHN WARNER SCHOOL

ANTI-BULLYING POLICY

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THE JOHN WARNER SCHOOL
STANSTEAD ROAD, HODDESDON, EN11 0QF



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Anti-Bullying Policy

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Vision and Values

*At The John Warner School we **ignite** a lifelong passion for learning, to **discover** and develop potential, allowing all to **flourish** in an ever-changing world.*

Our values reflect what we believe in as an educational institution and the behaviours we expect to see demonstrated by all those associated with the school:

Aspiration Endeavour Creativity Participation Respect

Aims

Ignite

Our aim is to **ignite** a lifelong passion for learning by establishing the right conditions for learning through effective and consistent approaches to behaviour. Every pupil has the right to be able to learn and progress both socially and academically in a safe environment. We believe that students must feel safe and respected if they are to learn effectively and will not tolerate bullying at any level.

Discover

Our aim is for our learners to **discover** and develop their potential through learning about how they can manage their own behaviour by regulating, reflecting, relating, repairing and repeating. We believe it is important that we teach our students about bullying including strategies that can enable them to stand up for themselves and others without retaliating to any provocation. We believe that student must learn that bullying is unacceptable, treated seriously and dealt with effectively.

Flourish

Our aim is that all our learners will **flourish** in our ever-changing world because they have developed positive emotional intelligence attributes that will contribute to successful professional and personal relationships during their life. We acknowledge that both the victims and perpetrators of bullying are much less likely to thrive in society.

Wider aims

- Provide a consistent approach to the management of bullying;
- Define what we mean by bullying;
- Outline the strategies, both preventative and responsive, the school uses to tackle bullying.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Preventing Bullying 2017](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Definitions

Anti-Bullying Ambassador (ABA)

Senior students in the school who have been trained to promote the value of 'Respect' and who offer an alternative to teachers for students who wish to report bullying or to talk through concerns. ABAs are also trained to know when and how to pass information on to staff. ABAs will promote positive behaviours around the school using form time activities, assemblies and visual communications.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At The John Warner School bullying is considered a 'dangerous' rather than 'difficult' behaviour (see Behaviour for Learning Policy).

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, pressurising
Physical	Hitting, kicking, pushing, taking another's belongings, deliberate damage to other's property, any use of violence including threats of violence
Racial	Racial taunts, racially abusive/offensive language, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is often motivated by prejudice against particular groups, for example of grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual or perceived differences.

Bystander

Someone who witnesses bullying taking place, either in person or online, and chooses to take no action to intervene. The school considers this behaviour to be anti-social. Bystanders can be grouped into the following 'roles'¹:

- Assistants – who join in and assist the bully
- Reinforcers – who give positive feedback to the bully, providing an audience by laughing along
- Outsiders – who stay away, not taking sides, giving the bully silent approval

Defender

Someone who witnesses bullying taking place, either in person or online, and chooses to take action to intervene. They display anti-bullying behaviour to support the victim. The school considers this behaviour to be pro-social. The characteristics of 'defenders' can be:

- They show empathy and are pro-victim
- They morally oppose bullying
- They want to support friends
- They will speak to a teacher or Anti-Bullying Ambassador to pass on their concerns

¹ From www.anti-bullyingalliance.org.uk research

Outside school

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school, we will investigate these and, in conjunction with police if necessary, take appropriate action.

Roles and responsibilities

Local governing body (LGB)

The LGB is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for reviewing and approving this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure bullying is dealt with effectively.

Staff

Staff are responsible for:

- Implementing the anti-bullying policy consistently
- Modelling positive behaviour
- Monitoring behaviours to ensure we are alert to any indications of bullying
- Recording behaviour incidents and reporting concerns to the appropriate member of the pastoral team and/or senior leadership team

The senior leadership team will support staff in responding to bullying concerns.

The school recognises that the training of staff is vital for the consistent use of positive behaviour strategies. Ant-bullying is an integral part of training of all aspirant teachers (BTs, GTPs and unqualified teachers), supply teachers, newly qualified teachers and all staff through regular INSET.

Through training, staff are encouraged to employ Hertfordshire STEPS behaviour strategies. The school takes staff well-being very seriously and recognises the importance of happy and motivated staff in sustaining a positive ethos.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (Be Ready, Be Kind, Be Safe)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Read and sign the Home-School Agreement

The school recognises the importance of positive parental involvement. The school will seek opportunities to engage parents in positive dialogue and communication. Where behaviour concerns have been identified, parents will be informed and involved at the earliest opportunity. Parents will receive regular feedback and information through reports, Go 4 Schools and parents' consultation evenings. Additional communication, where necessary, may take various forms (email, meetings etc) and the convenience of parents will be considered in setting up appointments. All parents, carers and students will be informed of any detentions via Go 4 Schools.

Links with other policies

- Behaviour for Learning Policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Attendance Policy
- Child Protection Policy
- Exclusions Policy
- Looked After and Previously Looked After Children Policy
- Mobile Phone Acceptable Use Policy
- Pastoral Policy
- Preventing Extremism and Radicalisation Policy
- Relationships and Sex Education Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy

Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Local Governing Body meetings
- Governor visits
- Feedback from the student leadership team

Heads of Year/Directors of Learning/Senior Leaders monitor behaviour throughout the school by:

- Liaison with SLT Quality Partners
- Work scrutiny
- Learning walks
- Lesson observations
- Seeking pupil and parent voice
- Termly evaluation meetings with headteacher and deputy headteachers

This policy will be reviewed every year by the headteacher, deputy headteachers and local governing body. At every review, the policy will be shared with the full governing board.

Preventative Actions

What does good behaviour in our school look like?

Our five school values demonstrate the behaviours that we seek to promote across the school.

- **Aspiration:** We are aspirational which means we aim high in all that we do and prepare to succeed in school and in life.
- **Creativity:** We are creative which means we believe that we are all creative, love learning and thinking deeply and we acknowledge the importance of education for education's sake.
- **Participation:** We participate which means we learn from each other to make a positive impact on our school, families and world, respect ourselves, others and surroundings, broaden our skills beyond the classroom, and we promote community links through charity work.
- **Respect:** We are respectful which means we create a mutually respectful atmosphere and have respect for ourselves and others.
- **Endeavour:** We endeavour which means we believe hard work leads to success and strive to achieve our targets, goals and ambitions.

Code of Conduct: Student Non-Negotiables

Our code of conduct is based on three areas that we ask all members of our community to adhere to. The correct conduct is summarised by "RKS" – be ready, be kind and be safe.

Be Ready

- We arrive to school and lessons on time;
- We take pride in our appearance and follow uniform policies;
- We have the attitude of expecting to work in an effective and purposeful atmosphere;
- We are properly prepared for lessons with all the necessary books and equipment having completed any preparatory work;
- We sit according to a seating plan and listen carefully for instructions and guidance using **SLANT** techniques (**S**it up, **L**ean forward, **A**sk/Answer questions, **N**od head, **T**rack speaker).

Be Kind

- We use appropriate and friendly language and tone when communicating with others;
- We listen to others and expect to be listened to;
- We are tolerant of each other showing respect and consideration for different cultures, views and feelings;
- We display positive pro-social behaviours and do not accept any forms of bullying, vandalism or abuse;
- We are aware of and follow the school's behaviour policies.

Be Safe

- We move around the school site in a quiet and orderly manner;
- We report any problems or concerns to the appropriate people;
- We are aware of and adhere to the school's policies on using the internet and electronic equipment both in school and at home;
- We are respectful of the school environment;
- We positively represent The John Warner School both during and after the school day.

Behaviour For Learning Staff Non-Negotiables

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child. These are the principles on which our approach to Behaviour For Learning are founded. All staff members are expected to:

- respond positively and effectively to pupils;
- deal sensitively with children in distress and to listen to them;
- use consequences that are directly linked to the actions or incident that has taken place and that provides a learning opportunity which that student will understand;
- log all behaviour events on CPOMS;
- log all detentions on Go4schools so parents can be informed about same day detentions;
- treat all children equally, irrespective of gender, sexual orientation, race or religion;
- recognise that all children are individuals and may need person specific approaches;
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour;
- model the type of behaviour felt to be acceptable;
- be alert to signs of bullying and racial harassment and to deal with it immediately;
- record any incident of bullying, sexual or racial harassment;
- support each other in maintaining good behaviour in the school;
- ensure that appropriate information is passed to other staff in a timely manner.

Curriculum

Students will have the opportunity to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through Lifelong Learning lessons and activities, other areas of the taught curriculum, assemblies and Anti-Bullying initiatives.

Responsive Actions

A 'Telling' School

- A 'telling' school is one where students inform staff/Anti-Bullying Ambassadors when they think bullying is taking place either to themselves or others
- Students must trust that the information they pass on will be dealt with sensitively but seriously
- The school must make it easy for students to report bullying concerns
- Students must understand that investigations can take some time and that different outcomes may occur
- All members of the school community must take responsibility for ensuring the core values are adhered to at all times as well as:
 - Promoting an open and honest ethos where all understand the stance against bullying
 - Treating all with respect at all times
 - Doing nothing that could be construed as bullying
 - Doing nothing that could be construed as supporting bullying (bystanders)
 - Reporting any concerns about bullying to the appropriate member of staff/Anti-Bullying Ambassador

Procedure for Dealing with Bullying Concerns

If any member of the school community has concerns about bullying or behaviour that might lead to bullying, the following course of action must be taken:

Students:

- If you feel able to, tell the 'bully' that you do not like what is happening to you and ask them to stop;
- If the behaviour does not stop, tell someone in school (e.g. Anti-Bullying Ambassador, form tutor, teacher or Head of Year);
- You can inform the school through the 'Report Bullying' section of the website.

Member of staff/ABA informed about bullying concern:

- Provide time and space for student to explain concerns;
- Listen carefully and ask questions to seek clarification;
- Record the information and log on CPOMS (staff) or pass to staff (ABA);
- Reassure the student that the school will deal with the matter sensitively and seriously;
- Resolve if possible or inform Head of Year, Director of Learning or member of SLT;
- Strive to inform parents/carers on the same day the concern has been reported (staff).

Member of staff commissioning investigation:

- Decide who is best placed to deal with the concern – form tutor, Head of Year, Director of Learning or SLT;
- Share initial details with member of staff and request that an investigation is carried out.

Member of staff carrying out investigation:

- Inform parents of student who has made the complaint that you have been commissioned to carry out an investigation under the school's Anti-Bullying Policy;
- A 'Solutions' approach will be taken by Head of Year, Director of Learning or SLT (see Behaviour for Learning Policy);
- An investigation may require the gathering of evidence such as student statements and/or interviews;
- Consider the importance of keeping parents/carers informed at all stages of an investigation into bullying – use this policy to help explain the process;
- Consider appropriate consequences for anyone who is deemed to have engaged in bullying behaviour/s (see Behaviour for Learning Policy) and check whether there are any patterns to behaviour that need to be addressed;
- Ensure all evidence is logged on CPOMS and consequences added to Go4Schools;
- Inform the 'victim' of bullying of actions being taken.

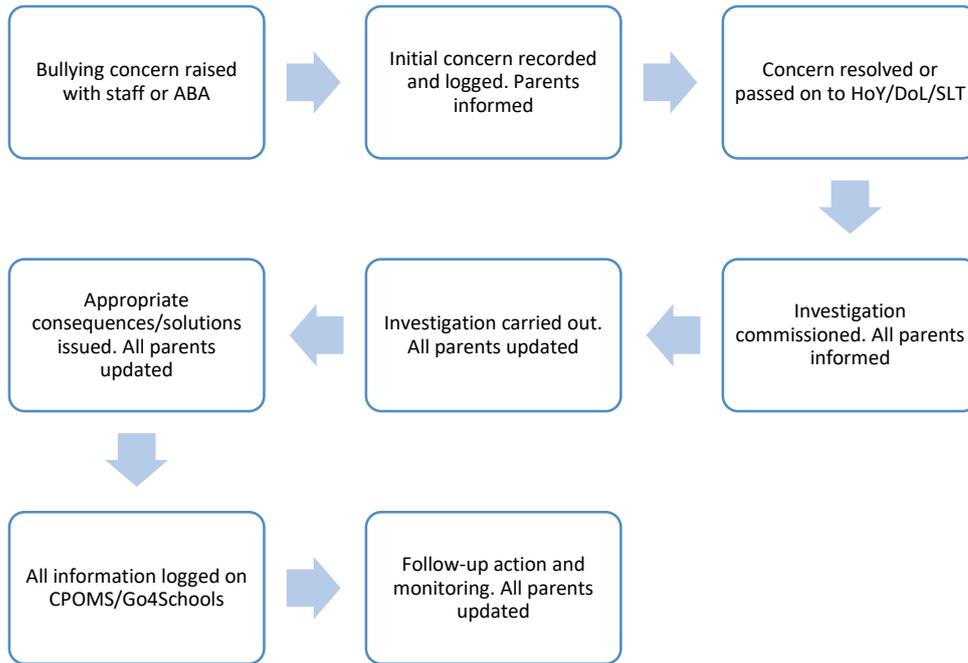
Members of staff with pastoral responsibility:

- Check the welfare of the student/s involved at regular intervals;
- Monitor the possibility of repetition/escalation of behaviours and act accordingly.

Possible support for those affected by bullying:

- Peer mentoring by Anti-Bullying Ambassador;
- Pastoral mentoring (form tutor, Head of Year or Director of Learning);
- Senior mentoring (SLT);
- Low level counselling (school's nurture programme);
- One-to-one counselling (external provider);
- Engagement with CAMHS or other external support agency.

Flow Chart



Useful Websites

National Bullying Helpline – www.nationalbullyinghelpline.co.uk

NSPCC – www.nspcc.org.uk

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Bully Busters – www.bullybusters.org.uk

Childline – www.childline.org.uk

The Diana Award – www.diana-award.org.uk

Young Minds – www.youngminds.org.uk

ThinkUKnow – www.thinkuknow.co.uk

UK Safer Internet Centre – www.saferinternet.org.uk

Kick it Out – www.kickitout.org

Report it – www.report-it.org.uk

Stonewall – www.stonewall.org.uk