

# Relationships and Anti-bullying Policy

It was ratified by the Samuel Ward Academy Local Governing Body on:	
Review date:	

SAMUEL WARD



## 1. VISION

We are aspirational, brave and compassionate in all that we do.

## 2. SCOPE

This policy outlines actions to be taken by the leadership team, teachers, wider staff and governing body to build relationships at Samuel Ward Academy. Student actions and behaviour are addressed in the Behaviour policy.

Where relationships are referred to in this policy, it encompasses all types of relationships, including the following but not limited to:

- Student - Student
- Teacher – Student
- Teacher – Parent
- Teacher - Teacher

## 3. AIMS

It is a primary aim of our school that every member of the school community is respected, supported and valued. We aim to place relationships at the heart of the work we do with children and young people. We encourage nurture, warmth and empathy when working with groups and individuals. We recognize that many people in our community have experiences of trauma and toxic stress and we know that school can be an important protective factor for personal growth and development. It is our aim, therefore, to maximise the protective factors by creating an environment of safety that has strong, positive and supportive relationships at its heart.

All students and staff have the right to be treated with respect and courtesy, to work and study in an effective and well-ordered learning environment and to feel they are safe and belong. This includes having high expectations and clear boundaries.

We aim to:

- Promote high expectations of behaviour, courtesy, mutual respect and consideration of others, within and beyond the school environment.
- Help all children grow in a safe and secure environment to become positive, responsible and independent members of the school community and, ultimately, wider society.
- Encourage and celebrate individual strengths and achievements of children and staff.
- Promote self-esteem and self-discipline.
- Build a community which values kindness, care, good humour, respect and empathy for others.

This policy should be read in conjunction with the Behaviour policy, Safeguarding policy and the Mental Health policy.

## 4. BUILDING POSITIVE RELATIONSHIPS

It is a professional responsibility for all our staff to build positive and supportive relationships with the students, parents and colleagues that they work with. This section of the policy should be read in conjunction with the Teachers' Standards.

We commit to preparing good relationships by:

- Seeing each person in our community as an individual with individual strengths, needs

and windows of tolerance.

- Observing proper boundaries for professional relationships
- Understanding how the brain and the fight/flight/freeze responses work
- Ensuring we have a secure understanding of the factors which can inhibit pupils' ability to learn and how to overcome these barriers
- Ensuring we have an understanding of the social and emotional development of children, and the individual needs of all students, and can apply this to our relationships-led approach
- Ensuring that the physical environment of our school reflects our vision and values and represents a place of psychological safety for our children.

We commit to building and maintaining good relationships by:

- Demonstrating that the relationship is safe, for example through meeting and greeting at the door, ensuring each lesson is a fresh start and preparing in advance for changes such as meeting agendas
- Demonstrating that the relationship remains safe, by explaining clearly why a person has to be turned away at that time, or explaining clearly why if there has to be a consequence for behaviour
- Using the Samuel Ward Academy 'How we do it here' guide as a script to address behaviour concerns and reminders, to ensure consistency and a sense of psychological safety
- Being light-hearted, positive, joyful and kind in our tones of voice and our facial expressions, and avoid shouting, put downs and shaming of any kind
- Using our words, tones, facial expressions and non-verbal communication in ways which soothe and contain
- Applying the same approach to clear and kind communication with students, colleagues and parents, whether it is verbally, by email or across radio
- Being accepting of other people's views, opinions, feelings and practices
- Being curious about other people's lives, behaviours, reactions and noticing when things are different or have changed
- Being empathetic and having compassion by being attuned as far as we can to other people's moods
- Ensuring consistency and fairness
- Providing opportunities across the curriculum and the school day to develop people's ability to see themselves, their relationships and the worlds more positively
- Modelling the positive attitudes, values and behaviour expected of everyone in the community

We commit to repairing good relationships by:

- Using restorative conversations to repair and restore when a relationship has been threatened
- Recognising when we have made a mistake and rectifying and apologising where possible
- Looking for the reason behind difficulties

## **5. ROUTINES AND BOUNDARIES**

At Samuel ward Academy we place a strong emphasis on routines and boundaries because we know these provide psychological safety, containment and consistency for children and adults

alike. We believe that strong relationships are supported by the predictability of routines and procedures. This is why we have our Samuel Ward Academy 'This is how we do it here' guide which clearly outlines how we do things in our school (see the Behaviour Policy for further clarification).

Whenever we remind students of a boundary or consequence, we seek to de-escalate situations using a calm and non-threatening approach.

## **6. TEACHING AND ASSESSMENT**

Our approach to teaching and assessment relies on the same consistency and containment. Lessons always start in the same way, with a 'Do Now' activity, so they are predictable and promote a sense of psychological safety. Low-stakes quizzing and retrieval tasks are used to allow students to have a clear sense of their progression. The curriculum is planned in all subjects to be interleaved, which helps to ensure a sense of mastery.

Formal assessments are clearly planned and communicated in advance and children are actively taught how to approach assessments, including rehearsing the use of the exam hall.

Learning relies on excellent feedback. We ensure feedback is provided through 'whole class feedback' with kindness, using the principles of this policy as our guide.

## **7. CURRICULUM**

We want all our children to grow up to be healthy, happy, safe and responsible citizens of the Modern World. This is why they all study health, relationships and sex, citizenship and spiritual, moral, social and cultural education. Our curriculum is designed to equip our students with the knowledge they need to make informed decisions and choices as they move towards a confident and self-assured adult life. We acknowledge the world for young people looks very different now to how it did when their parents and teachers were the same age so this curriculum is designed to be relevant to the 21<sup>st</sup> century.

The content of the subjects listed above is covered in many different ways, in specifically designed lessons, in tutor times, in assemblies and interwoven through other subject areas. The common thread is the strong focus on our values: the lessons are designed to make it explicit how our students can be aspirational, brave, compassionate, work hard, be resilient and driven, and have empathy and optimism. The curriculum is designed so that common threads and ideas are revisited, meaning that knowledge can be deepened as the students' progress through the school. We aim to bring this knowledge to the real world for our students, giving them opportunities to discuss and explore difficult and new ideas in a place of psychological safety.

In particular, all of our students access learning in their personal development lessons about 'My Growing Brain' which introduces them to, and develops ideas around, relationships, how our brains work, how we can improve and sustain mental wellbeing and how to notice and respond to mental health difficulties. We explicitly teach students about the fight/flight/freeze responses and specific techniques to manage these. We teach about health and unhealthy relationships and bullying and their effects on our mental health.

## **8. INTERVENTIONS FOR WELLBEING AND MENTAL HEALTH**

This section should be read in conjunction with the Mental Health Policy.

At Samuel Ward academy we recognise that everyone might need help with their wellbeing, relationship building and mental health sometimes, and that some students need support to develop age-appropriate skills in these areas, due to their past life experiences. This is why we offer a range of interventions to support. This include but are not limited to:

- Supported transitions
- Pastoral support and interventions
- Referral to 1:1 sessions with school counsellors
- Referral to group/individual sessions with Mental Health Support Team
- School nurse weekly drop in sessions

- Referral to Emotional Wellbeing hub
- Access to group/individual sessions in our study room with ELSA and trauma trained staff
- Daily meet and greets (soft landings)
- Various clubs after school
- Wellbeing tips shared weekly with all staff/students

Information on accessing this support can be found in the Mental Health Policy.

## 9. STAFF WELLBEING

At Samuel Ward Academy we encourage and support staff to collectively recognize the importance of their own wellbeing. Many of the sections of this policy apply equally to our relationships between staff as to building relationships with students and parents. We seek to apply these principles in all aspects of our work together including in line management meetings and performance reviews. We encourage staff to use the safe spaces and wellbeing services on offer. We ensure that high-quality training allows them to place relationships at the heart of the work we do. We recognize that sometimes it is very difficult for staff to be emotionally-available to students and we support each other to step back when we need to.

## 10. WE ARE KIND

At Samuel Ward Academy, we are kind. This means that we all, staff, students, parents and other members of the community, challenge rudeness, meanness and bullying when we see it. If we are told we have been rude or mean, we listen, apologise and correct our behaviour.

In particular, we will challenge the use of racist, disablist, homophobic and other prejudiced language in all circumstances. It is unacceptable for any member of our community to use words, even in casual conversation, which are discriminatory.

We never dismiss any behaviour as 'banter', 'just having a laugh', or 'part of growing up'. We believe everyone has the right to expect respect at all times.

## 11. BULLYING

Bullying of any form is not tolerated by Samuel Ward Academy, and all staff and students are expected to be committed to this policy. This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. There must not be any fear of, or intimidation from, other people, either physical or psychological.

We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

### Definition of bullying

Bullying can occur through several types of **repeated** antisocial behaviour. It can be:

- physical – a person can be physically punched, kicked, spat at, etc
- verbal – verbal abuse can take the form of name calling, it may be directed towards gender, ethnic origin, physical/social disability, or personality
- exclusive – a person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends

- iv. damage to property or theft – a person may have property damaged or stolen physical threats may be used by the bully to coerce the person to hand over the property to them
- v. cyber – this applies to inside and outside of the Academy using instant messaging, email, text messaging and other internet sites.

All the above can also constitute a form of peer-on-peer abuse (see section 3)

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situations

## 12. PRINCIPLES

It is important that victims are not made to feel powerless so to this end, victims of bullying will, in the first instance, have a dialogue with an adult to discuss ways in which the situation can best be dealt with. This will include discussion on appropriate sanctions. They will also be offered safe areas for breaks and lunchtimes.

Samuel Ward Academy will:

- i. Ensure all students are aware of the nature of bullying.
- ii. Ensure all students are aware of the measures that will be taken against bullying.
- iii. Inform parents of the Academy's attitude towards bullying via the 'Intake Evening' and the Academy's information booklets.
- iv. Ensure that all staff are aware of the anti-bullying policy and procedures for its implementation, a copy of which will be included in the Policy Folder.
- v. Display anti bullying posters throughout the Academy.

## 13. KEEPING CHILDREN SAFE IN EDUCATION (KCSiE). Peer on Peer Abuse

Children should be free from harm from both adults and other children. We are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. Safeguarding issues raised may also include physical abuse or allegations made against an older pupil towards a younger or more vulnerable pupil. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Samuel Ward Academy does not tolerate any form of bullying in the form of peer-on-peer abuse and will deal with any incidents brought to our attention as a safeguarding concern.

Peer-on-peer abuse that negatively impacts on the learning and well-being of other pupils and their behaviour might also be dealt with under the school's behaviour policy, safeguarding policy and harmful sexual behaviour policy.

## 14. ROLES AND RESPONSIBILITIES

It is the responsibility of the **Governing Body** to establish a policy and procedure for Anti-

bullying and to monitor the effects of the procedure. It is the responsibility of **the Headteacher** to promote positive relationships in the Academy by encouraging and fostering acceptable standards of behaviour, good personal relationships, and respect for the individual in accordance with the school's values. Any breaches of good conduct and behaviour will be addressed promptly, using informal procedures where possible but implementing formal procedures where necessary. It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure with professional standards.

It is the responsibility of the Inclusion Officer to investigate any reports of bullying in the first instance. This will then be shared with the Head of Year and or SLT responsible for Inclusion / Safeguarding and appropriate action will be discussed.

A member of inclusion staff will contact the parent/carer of the victim and perpetrator(s) as soon as possible.

All staff should encourage and foster acceptable standards of behaviour, good personal relationships and respect for the individual.

It is the responsibility of **students** to develop positive relationships in the Academy and demonstrate acceptable standards of behaviour, good personal relationships, and respect for the individual in accordance with the school's values

It is the responsibility of **parents/carers** to support the Academy in encouraging and fostering in their children; acceptable standards of behaviour, good personal relationships, and respect for the individual.

## 15. PROCEDURES

### 15.1 As a student

If you suspect someone is being bullied:

- i. Take action. Approach the victim, try talking to them to find out the situation and refer them to appropriate people or places where they can find support.
- ii. Tell an adult or someone more senior than yourself immediately.
- iii. Do not be, or pretend to be, friends with a bully.

If you are being bullied:

- i. Tell an adult or someone more senior than yourself.
- ii. Tell yourself that you do not deserve to be bullied, and that it is wrong.
- iii. Be proud of who you are.
- iv. Try not to show you are upset, it is difficult, but a bully thrives on someone's fear.
- v. Stay with a group of friends, there is safety in numbers.
- vi. Walk confidently away, go straight to a member of staff.
- vii. You may feel angry, but you should rise above it. Do not get involved in a fight. Do not retaliate or you risk also facing a sanction or reprimand.

## 15.2 As a parent:

- i. Look for unusual behaviour. For example, your child may suddenly not wish to attend school, may feel ill regularly, or may not complete work to their normal standard.
- ii. Inform the Academy immediately if you suspect bullying.
- iii. Advise your child not to retaliate.
- iv. Reassure your child that there is nothing wrong with them.
- v. Make sure you and your child are aware of the Academy's Anti-bullying Policy.
- vi. Do not get involved personally with other parents.
- vii. Make sure you talk to your child.

## 15.3 As a member of staff:

- i. Record all incidents of suspected bullying on CPOM's and alert the safeguarding team.
- ii. Ensure that bullies are counselled and sanctioned appropriately referring to senior staff as required.
- iii. Ensure that an appropriate member of staff talks to the suspected victim, the suspected bully and any witnesses
- iv. Ensure that victims of bullying are given help, advice and support by appropriate staff or outside agencies.
- v. Ensure that the Academy uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g., in the PSHE programme and meeting time.

## 15.4 The victims will be supported in the following ways:

- By being offered the immediate opportunity to talk about the experience
- By the Academy informing the victim's parents/carers.
- By the Academy offering continued support when the victim feels they need it.
- By the Academy taking disciplinary steps to prevent more bullying.

## 15.5 The bullies will be disciplined and counselled in the following ways:

- By the Academy talking about what happened, to discover the reasons they became involved.
- By the Academy informing the bullies' parents/carers.
- By all staff continuing to work with the bullies to get rid of prejudiced attitudes.
- By the Academy taking disciplinary steps to prevent more bullying.

## 16. DISCIPLINARY STEPS

The Academy will take a range of disciplinary steps; these include:

- i. An official warning to stop offending – this may include signing a written contract.
- ii. Informing bullies' parents/carers.
- iii. Internal Exclusion.
- iv. Exclusion from the Academy during break and at lunch times.
- v. Exclusion from the Academy for a fixed period.



The Academy aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and respect for the individual.

### **SCHOOL INITIATIVES TO PREVENT AND TACKLE BULLYING**

- A student-friendly anti-bullying policy can be found on our website and in students' planners.
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Cultural Diversity Day, Mental Health Awareness week and LGBT Pride Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Peer mentoring and student-led programmes.
- Restorative justice programmes to provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups for example through the school council, the SWA Gender and Sexuality Alliance, the Cultural Diversity club and through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations such as the charity Stonewall to tackle bullying where appropriate.

### **17. MONITORING AND REVIEW**

The Senior staff will report on the policy to the Headteacher as appropriate.

To evaluate the effect of our policy on bullying:

- Surveys of student perceptions will be undertaken both in the context of PSHE and at other times as required.
- Parental perceptions will be canvassed, usually within the context of a more general survey.
- Results of surveys will be shared with staff and Assistant Heads / Inclusion Officer and Line Managers will formulate and recommend responses.
- Other professionals such as the School Nurse and EWO will be asked to keep us informed of any concerns.

To ensure that the bullying policy is available and understood.

- The Governing Body has been and will continue to be consulted on the Policy and its evaluation.
- A copy to be available in reception.
- The School Brochure to be specific about our attitude to bullying and how it fits with the school ethos.
- All Staff and students to be clear about ethos and procedures.

- Anti-bullying will be revisited regularly through assemblies and meeting time.