The Sir John Colfox Academy

Anti-Bullying Policy

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Policy Written by	**The Sir John Colfox Academy**
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Signature of Chair _____

The Sir John Colfox Academy Anti-Bullying Policy

As a 'Gold' Rights Respecting School and part of the Initio Learning Trust, our Anti-Bullying Policy has been produced in the belief that **all our students have the right to enjoy their education and flourish in an environment which recognises them as individuals and ensures they are protected from all forms of personal abuse**.

The term 'bullying' refers to a range of harmful behaviours, both physical and psychological. There are many definitions of what constitutes bullying, but we believe that all bullying behaviour usually has the following features:

1. **It is repetitive and persistent** - although sometimes a single incident can have the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be threatening and intimidating.
2. It is **intentionally harmful** - although occasionally the distress it causes is not consciously intended by all those responsible.
3. It involves an **imbalance of power**, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of **distress, fear, loneliness and a lack of confidence** in those who are victims.
5. It can take **different forms** including physical, verbal, indirect and cyber bullying.
6. It can target people because of their race, sexuality, religion, culture or gender-identity, their appearance, any disability and because of ideas and beliefs.

At The Sir John Colfox Academy, we will never accept any form of discrimination. Sexual harassment will never be dismissed as 'banter' or as an inevitable part of being in a particular group or part of growing up.

Preventative Measures

It is central to our academy's aims that students are safe and happy in school so they can enjoy their learning. We aim to create a calm, caring and purposeful environment based upon supportive relationships and mutual respect. The following are aspects of our academy systems that we hope will prevent bullying from occurring or support students who feel they are victims of bullying.

1. A **House System** where students are comfortable working with older members of the school.
2. A **Form Tutor** who acts as a daily point of contact for all students and who, via the tutor group, builds an environment in which students feel welcome and secure.
3. A **Head of Year** who leads a team of tutors in creating a positive year-group identity and ethos and encourages participation at all levels.
4. A **Senior Leader in charge of Anti-Bullying** to coordinate the overall approach to developing healthy relationships, including a team of House Buddies and Anti-Bullying Ambassadors
5. **Participation co-ordinators** who encourage and promote opportunities for students to participate in activities both within school and the wider community. Participation co-ordinators will positively target some students to encourage them to get involved.
6. A **Pastoral Support Officer** who works with students on restorative measures and helps students navigate successful relationships.
7. **House Buddies** who will work with younger students in helping them to settle into school and support them with lower-level areas of concern.

8. Proactive work within the **Rights Respecting Schools** framework so all students are aware of their personal rights and know where to turn should they feel they are being bullied. The Rights Respecting Agenda is regularly addressed through the school assembly programme and through the tutor programme and PSHE.
9. A group of **Anti-Bullying Ambassadors** have been selected and trained as part of the **Diana Award anti-bullying strategy**. They meet regularly and present key messages through assemblies, the Student Council and online. The ambassadors have been selected to be representative of the student community. The group are fundamental in developing a peer-led approach to tackling bullying in the school.
10. A **student voice system** consisting of: Tutor Forum, House Council and School Council. The school has, in the past, enabled LGBTQ+ student voice and an 'Alternative Student Voice Group' to ensure an inclusive student voice and will facilitate the setting up of similar groups if requested. Through this all students have the chance to offer their views and suggestions on whole school issues.
11. **Curriculum time** contains opportunities for students to explore issues of bullying. Healthy relationships and themes of bullying are explored through the RSHE programme (part of PSHE). Further examples of anti-bullying messages are explored in Art, English, Drama, History and Religious Education and through the assembly and tutorial programme.
12. All members of staff are responsible for the welfare of our students which includes looking out for behaviour or actions that could be construed as bullying. **All bullying concerns should be reported via MyConcern**
13. A **student-friendly version of the Anti-Bullying Policy** with guidance on what to do if they, or someone else, are being bullied has been written by the anti- bullying ambassadors. It is in student planners on the school website and on the student portal of MCAS. It is reviewed regularly by students.
14. A **dedicated e-mail address** for students to contact a member of the pastoral team if they have concerns: Studenthelp@colfox.dorset.sch.uk. Also, an anonymous 'Student Worry Button' is on the school website: The Sir John Colfox Academy - DT6 3DT - My Voice

Procedure for following up a complaint of bullying

Whilst the circumstances of individual cases will vary, the key procedures for following up a complaint received or an act that has been witnessed should be the same. The key principle that must be recognised is that a complaint of bullying must be taken seriously and must not be ignored.

1. The alleged bullying incident will be reported on MyConcern by the adult who the incident has been reported to. Detail and summary should be provided as required.

2. DSL to allocate case owner. Case owner to enter category as 'Bullying – Alleged'.

3. Head of Year and / or Pastoral Officer to follow up immediately. The alleged victim will be spoken to and provide a witness statement (statements may also be taken from other witnesses). Any documentation / images / evidence will be scanned and uploaded into MyConcern.

4. Alleged perpetrator will be interviewed by their Head of Year and / or Pastoral Officer or a member of SLT as appropriate. Alleged perpetrator will be asked to provide a witness statement which will be added to the chronology on MyConcern.

5. The complaint / event will monitored and tracked, with 2 week and 4 week ‘checks ins’ recorded, as necessary, by Heads of Year and / or Pastoral Officers on MyConcern.

6. Resolved incidents will require an update to the MyConcern bullying category using the most appropriate category and marked as ‘Filed’ by caseholders. If the incident is decided not to have been a case of bullying, the most appropriate ‘Child-on-child’ category should be applied and then the case should be marked as ‘filed’.

7. New incidents will require a new concern being generated by the reporting adult.

8. Bullying incidents and behaviours will be dealt with using restorative strategies and therapeutic approaches. Where these approaches do not help resolve the behaviours, then the school’s Behaviour Policy will be used to resolve the situation.

9. The Pastoral Team will review the bullying categories on MyConcern every half-term (using a report on bullying categories/year groups/trends) to ensure that the correct procedures have been followed and to identify trends in the type of incidents or students involved.

The subsequent follow up action, including consequences, will clearly vary from case to case and will depend on the seriousness of the issue. Follow up action might include:

- Contacting the parents of both parties to arrange a meeting to discuss the incident(s).
- Bringing together the two parties to talk about the issues that have been raised.
- Should the incident(s) involve other groups of students then this should be dealt with in an open, circle time arrangement.
- Any trends noted during review and pastoral meetings might instigate further actions, such as themes for education; Safer Schools involvement; assembly / tutorial / PSHE follow-up.
- Ensure that the alleged victim has people that they can talk to and share their feelings with, eg. friends, Anti-Bullying Ambassadors, House Buddies, Form Tutor, a school counsellor and contact with the Pastoral Support Officer and Head of Year.
- Following an incident and intervention from staff, the situation should be checked upon within 2 weeks and then again at 4 weeks.
- Consequences that can be issued within the school's Behaviour Policy will depend on the circumstances and are:

    1. Lunchtime Detention: one or more days.
    2. Isolation: one or more days.
    3. Fixed Term Exclusion: one or more days.
    4. Permanent Exclusion.

UNICEF Rights of the Child, Article 36:

Children should be protected from any activities that could harm their development