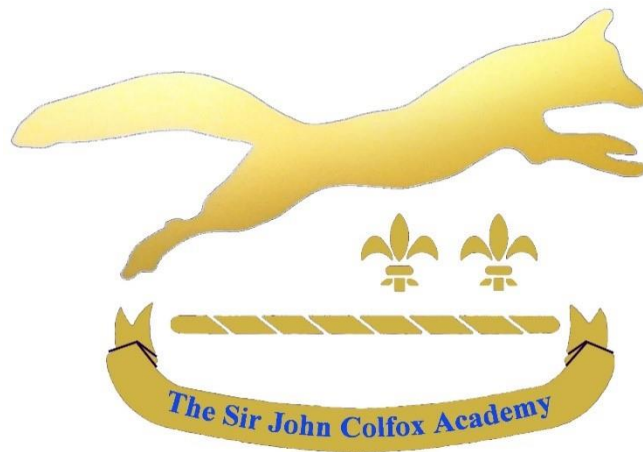


The Sir John Colfox Academy



Anti-Bullying Policy

Headteacher:	Adam Shelley
Policy Written by	The Sir John Colfox Academy
Policy Reviewed	December 2021
Ratified by Board of Governors	January 2022
Date for Review	December 2022
Signature of Chair	<hr/>

The Sir John Colfox Academy Anti-Bullying Policy

As a Rights Respecting School 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 behaviour, 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 - though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. It is intentionally harmful - though 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 the 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, appearance or disability.***

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 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.

- A House System where students are comfortable working with older members of the school.
- 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.
- 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.
- 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.**
- **A Participation co-ordinator**, who works with the House team, helps to run the team of House Buddies and is available for support of students.
- **A Pastoral Support Officer who works with students on restorative measures and helps students navigate successful relationships.**
- House Buddies who will work with younger students in helping them to settle into school and support them with lower-level areas of concern.

- Proactive work within the Rights Respecting Schools framework means that all students are aware of their personal rights and know where to turn should they feel they are being abused. **The Rights Respecting Agenda is regularly addressed through the school assembly programme and through weekly tutorial discussions.**
- **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.**
- A student voice system consisting of: Tutor Forum, House Council and School Council, an **LGBTQ+ group** and the **Alternative Student Council**. Through this all students have the chance to offer their views and suggestions on whole school issues.
- Curriculum time contains opportunities for students to explore issues of bullying. **Healthy relationships and themes of bullying are explored through the RSHE programme. Further examples anti-bullying messages are explored in Art, English, Drama, History and Religious Education and through the assembly programme.**
- 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
- **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.**
- A dedicated e-mail address for students to contact a member of the pastoral team if they have concerns. Studenthelp@colfox.dorset.sch.uk

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 incident must first be reported on MyConcern and the appropriate category logged.**
2. A Bullying Referral Form must be completed **by the** Head of Year of the alleged victim or to the Pastoral Support Officer if the Head of Year is not available.
3. This will be followed up immediately and the alleged victim will be spoken to and asked to complete a witness statement. Statements may also be taken from other witnesses.
4. The alleged bully will be interviewed by their Head of Year, the Pastoral Support officer or by a member of the SLT as appropriate. They will be asked for a witness statement.
5. The complaint/event will be recorded in the school bullying log. This does not necessarily mean that the school agrees that there has been a case of bullying, but it does mean that all alleged unpleasant incidents are logged. **The completed incident log will be uploaded in MyConcern.**
6. If the bullying complaint/incident is of a racial nature, then the incident will also be logged with Dorset County Council including a report of all subsequent action taken. **No longer needed?**

7. **KS3/4 pastoral teams will review the bullying log/reports every half-term 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.
- Ensure that the alleged victim has people that they can talk to and share their feelings with, eg. Friends, House Buddies, Form Tutor, a member of the Inclusion team, 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 a week and then again within a month.
- Consequences that can be issued within the school's 'Behaviour for Learning' 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