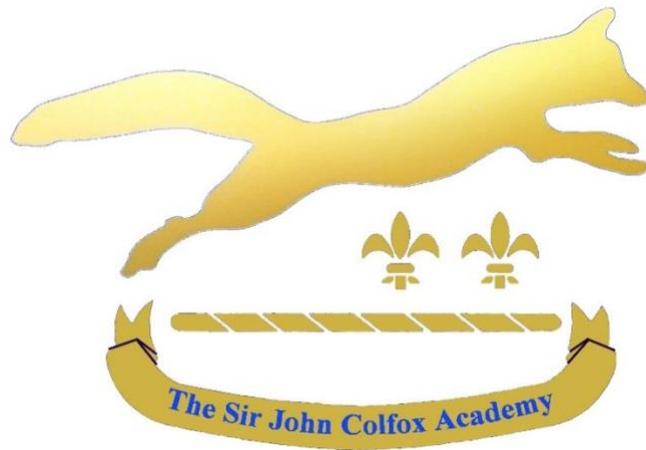


The Sir John Colfox Academy



Anti-Bullying Policy

Headteacher:	Adam Shelley
Policy Written by	The Sir John Colfox Academy
Policy Reviewed	May 2021
Ratified by Board of Governors	June 2021
Date for Review	May 2024
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 four 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. This is particularly the case with racist bullying.
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.

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 encourage 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.
- A Pastoral Support Officer, who works with the House team, helps to run the team of House Buddies and is available for support of students.
- 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.
- A student voice system consisting of: Tutor Forum, House Council and School 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. Examples of this include work in English, Drama PSHE, Citizenship, 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.

- A student-friendly version of the Anti-Bullying Policy with guidance on what to do if they, or someone else, are being bullied is in student planners. This is reviewed regularly by students.
- A dedicated e-mail address for students to contact a member of the pastoral team if they have concerns.

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. A Bullying Referral Form must be completed and given directly to the Head of Year of the alleged victim or to the Pastoral Support Officer if the Head of Year is not available.
2. 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.
3. 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.
4. The complaint/event will be recorded in the school incident 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 log will be reviewed as part of the Child Protection Procedures each month, looking at the number of incidents and identifying trends or patterns.
5. 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.

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