



The Castle Partnership Trust
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Anti-bullying Policy

Date: March 2018

Executive Head: Sarah Watson

Headteacher at Court Fields School: Rachael Bennett

LEAD PERSON: James Lamb (Deputy Head) and Stephen Appleby (Assistant Head)

POLICY DUE FOR REVIEW: March 2019

To be operated in conjunction with the Safeguarding Policy, Behaviour for Learning Policy and the E-Safety Policy.

PURPOSE:

- To help every member of the school feel secure and able to learn effectively

KEY POINTS:

- Every individual has a right to a secure school environment in which they feel safe and happy; no student should be subject to harassment, discrimination or victimisation.
- It is the responsibility of every member of the school to help create and maintain this environment
- All reported cases of bullying will be investigated fully and appropriate action taken.
- The House System is designed to encourage older students to help younger members of the House
- Students who join the school after the normal start time are closely monitored and support is available to ensure they feel safe and secure.
- Safe places for vulnerable students are provided at social times.
- Students are encouraged to report bullying incidents to staff. Help to do so will be provided through the House system.

What is Bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

Supporting documentation - Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 – (<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>).

Bullying might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent (sexting) or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

(Definitions taken from Preventing and tackling bullying; Advice for headteachers, staff and governing bodies, March 2014)

Anti-Bullying Pathway

First Incident

Incident report completed with Student Services/Welfare
Recorded on Bullying Tracker
Sanction at appropriate level according to the Behaviour Policy
Action taken recorded on SIMs by Head of House (HOH)/Pastoral team
Statements kept on record
Parents informed

Second Incident

Incident report completed with Student Services/Welfare
Recorded on Bullying Tracker
Sanction at appropriate level according to the Behaviour Policy
Action taken recorded on SIMs by HOH/Pastoral team
Statements kept on record
Parents informed

Third Incident

Incident report completed with Student Services/Welfare
Recorded on Bullying Tracker
Sanction at appropriate level according to the Behaviour Policy
Action taken recorded on SIMs by HOH/Pastoral team
Statements kept on record
Parents informed

Fourth Incident

Details recorded on bullying log and analysed for trends
HOH to meet with parents of the perpetrator
C4+ Sanction given in line with behaviour policy
Pastoral Support Plan (PSP) completed by the HOH
Restorative Justice (If appropriate)
Document signed by parents to agree incident dealt with

Fifth Incident

Details recorded on bullying log and analysed for trends
HOH to meet with parents of the perpetrator
C5+ Sanction given in line with behaviour policy – Reason being states bullying
PSP reviewed by SLT
Restorative Justice (If appropriate)
Document signed by parents to agree incident dealt with

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops. Where bullying outside school is reported to school staff, it should be investigated and acted on. The school may involve the Police Community Support Officer (PCSO) assigned to the school if the behaviours are entirely out of school.

Roles and Responsibilities

Students	<p>To behave in such a way that they do not cause offence, injury or emotional upset to other students.</p> <p>To refrain from homophobic, racist or sexist behaviours.</p> <p>To support other students in a responsible way by encouraging them to report bullying to staff.</p> <p>To report bullying if it is happening to them.</p>
Teachers	<p>To deal with any incidents of bullying behaviour within their classrooms with an appropriate sanction.</p> <p>To report incidents/concerns to Heads of House.</p> <p>To ensure students feel safe in their lessons.</p>
Form Tutors	<p>To monitor the well-being of members of their Form.</p> <p>To deal with issues of bullying in the first instance.</p> <p>To liaise with Heads of House in cases of persistent bullying.</p> <p>To be the first line of communication with parents in terms of student well-being.</p> <p>To encourage positive behaviour among members of their Form.</p>
Pastoral Support Team	<p>To liaise with Tutors and Heads of House in matters of well-being.</p> <p>To offer support to those who are being bullied.</p> <p>To provide restorative justice if appropriate.</p>
Heads of House	<p>To deal with persistent cases of bullying.</p> <p>To liaise with parents and students.</p> <p>To determine appropriate actions and sanctions.</p> <p>To liaise with SLT in difficult cases.</p> <p>To involve other agencies if appropriate.</p> <p>To promote positive behaviour through assemblies.</p>
SLT	<p>To monitor the implementation of the policy and ensure it is being followed.</p> <p>To liaise with external agencies where appropriate (and ensure appropriate support is being offered to students and sanctions applied consistently).</p> <p>To support Heads of House, parents and children in persistent cases.</p> <p>To remind students about behaviours through assemblies.</p> <p>To hold an annual survey which seeks feedback on bullying and how it was tackled.</p>
Parents	<p>To support the school in the implementation of the policy.</p> <p>To inform school of any concerns of bullying, whether involving their children or others.</p>
Governors	<p>To ensure the policy is being adhered to by reviewing at Governors’ meetings.</p> <p>Conducting student feedback sessions.</p>

All staff must ensure that if bullying in the form of ‘sexting’ or a student is at risk of harm, it must be reported to the Safeguarding Team immediately.

All staff must abide by the Staff Code of Ethical Conduct in terms of their relationships with students.