

# **Court Fields School**

**Achieve | Belong | Participate**



## **ANTI-BULLYING POLICY**

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**PURPOSE:** To help every member of the school community to 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 community to help create and maintain this environment.

All reported cases of bullying will be investigated fully and appropriate action taken in line with this policy.

The Year group system at Court Fields is designed to allow Year group cohesion, secure relationships with tutor and peers. Prefects and the weekly Student Hub provided at break and lunch times encourage older students to help and support younger students 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 Year system.

Tootoot, our online platform, allows students to report any concerns for themselves or others directly to the pastoral team.

Communication with home and school is important in resolving bullying incidents.

Our whole school approach to ensuring everyone is treated fairly and with respect is around #BeKind, this ethos is embedded within our pastoral support as well as the school curriculum.

**What is Bullying?**

There is no legal definition of bullying. However, it is 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 will seek assistance from the police and local PCSO team.

### **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)

### **Reporting**

Students who are subjected to or witness bullying are encouraged to report it to:

- Tutor
- Head of Year
- The Wellbeing Hub
- The Prefect-run Student Hub on Monday and Thursday Lunch times
- Tootoot

Students are encouraged to go to the Wellbeing Hub to seek support for bullying if they need to report something that has affected them or somebody else. Children are also able to write a statement or letter themselves at home and bring it in to school. Tootoot is our online anonymous platform to report bullying. The site is monitored and responded to by the pastoral team. Students who report bullying will be spoken with to ensure that they are aware how the situation has been resolved, which is likely to involve communication with their parents/carers.

Heads of Year and Pastoral Support Assistants will regularly check the Bullying Log and speak with families who report bullying to ensure that there have been no further issues.

## **Positive Approach to Bullying**

Court Fields School Places 'belonging' at the centre of our culture and practices. Our tutor times, PSHCE, Character Education and Assemblies ensure education on kindness and how we treat others is a focus throughout the year. We recognise national days and events to further strengthen our curriculum and use #BeKind as the foundation to all our work around equality.

Students have additional support via:

- Our signposting of online and external support via tutor time
- 1:1 and small group support via our Wellbeing Hub
- Access to sessions with our Pastoral Team
- Access to school counsellors
- Student Surveys throughout the year to allow students to feedback and to address ant trends.

## **Anti-Bullying Pathway**

<p style="text-align: center;"><b>First Incident</b></p> <p>Incident Report completed with Tutor/HOY/Tootoot/Wellbeing Hub Statement(s) completed with Pastoral Team via The Wellbeing Hub Pastoral team Recorded on Bullying Log and check that no previous reports have occurred Sanction at appropriate level according to the Behaviour Policy Action taken recorded on Class Charts by Pastoral Team/Head of Year (HOY) Statements kept on record Parents/carers of both victim and perpetrator informed Victim spoken to and actions discussed, with a follow up check in Students given an opportunity to meet and explore some work to resolve situation</p>
<p style="text-align: center;"><b>Second Incident</b></p> <p>Incident Report completed with Tutor/HOY/Tootoot/Wellbeing Hub Statement(s) completed with Pastoral Support Team Recorded on Bullying Log, check how previously managed to ensure escalation Passed to Tutor/Head of Year (HOY) to review Escalated Sanction at appropriate level according to the Behaviour Policy Action taken recorded on Class Charts by HOY/Pastoral team Statements kept on record Parents/carers of victim informed Parents/carers of perpetrator informed Victim spoken to and actions discussed, with a follow up check in Students given an opportunity to meet and explore some further work to resolve situation HOY adds student(s) to the Student Focus Meeting agenda</p>
<p style="text-align: center;"><b>Third Incident</b></p> <p>Incident Report completed with Tutor/HOY/Tootoot/Wellbeing Hub Statement(s) completed with Pastoral Support Team Recorded on Bullying Log, check how previously managed to ensure escalation and analyse trends Sanction at appropriate level according to the Behaviour Policy, likely level 3 minimum Action taken recorded on Class Charts and My Concern by HOY/Pastoral team Statements kept on record</p>

<p>Parents/carers of victim informed Parents/carers of perpetrator to meet with HOY to complete a PSP/Action Plan</p> <p>Focussed Meeting agenda and graduated response initiated</p> <p>Acceptable Behaviour Contract signed by parents to agree incident dealt with Reported to AHT Pastoral for review of actions on policy completed</p>
<p><b>Fourth Incident</b></p> <p>Statement(s) completed with Pastoral Manager/HOY</p> <p>Recorded on Bullying Log, check how previously managed to ensure escalation and analyse trends Sanction at appropriate level according to the Behaviour Policy, likely level 4 minimum.</p> <p>Where a suspension is issued, the reason will be stated as 'bullying'</p> <p>Action taken recorded on Class Charts by HOY</p> <p>Statements kept on record</p> <p>Parents/carers of victim informed Parents/carers of perpetrator to meet with HOY and SLT to review PSP and plan actions</p> <p>Meeting with PCSO/Police Team for Anti-Bullying Education meeting</p> <p>Formal letter to follow Victim spoken to and actions discussed, with a follow up check in</p> <p>Students given an opportunity to meet and explore some work to resolve situation</p>

### **Bullying outside school premises**

Teachers have the power to discipline students 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 and/or 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, harmful sexual- 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 Year.</p> <p>To ensure students feel safe in their lessons.</p>
Form Tutors	<p>To monitor the wellbeing of members of their Form.</p> <p>To deal with issues of bullying in the first instance.</p> <p>To liaise with Heads of Year 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	<p>To liaise with Tutors and Heads of Year in matters of well-being.</p> <p>To offer support to those who are being bullied.</p>

Team	To provide restorative justice if appropriate.
Heads of Year	<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 Year, 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>
Court Fields School Restorative Practice	<p>To support using 'Restorative Justice' strategies when students referred due to persistent cases of bullying.</p> <p>To support the victim and perpetrator to resolve issues and equip with strategies to prevent further incidents.</p> <p>To liaise with parents and students to ensure strategies are support at school and home.</p> <p>To train staff to actively use 'Restorative Justice' strategies both inside and outside the classroom.</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 is in the form of 'sexting/sharing nudes' or a student is at risk of harm, it must be reported to the Safeguarding Team immediately via My Concern.

All staff must abide by the Staff Code of Conduct (within the Trust Safeguarding Policy) in terms of their interactions with students.