

# Anti Bullying Policy and Strategy



<b>Approved by:</b>	Governing Body
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<b>Last reviewed on:</b>	January 2025
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<b>Reviewed by:</b>	Head Teacher
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<b>Next review due by:</b>	January 2026
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## **1. Introduction**

The following documents have been used in the formulation of this policy:

- Keeping Children Safe in Education (KCSiE) 2024
- Preventing and Tackling Bullying – advice for Head Teachers, Staff and Governing Bodies 2017
- Education Act 2011
- Education and Inspection Act 2006
- Children Act 2004
- Disability Discrimination Act 2005
- Race Relations Act 1965 (amended 2000)

The following documents relate to the Anti-Bullying policy:

- Curriculum Policy
- Equality and Diversity Policy
- Child Protection Safeguarding Policy
- PSHE Policy
- Relationship and Sex Education Policy
- SEN Policy
- Online and E-Safety Policy
- Record of Complaints
- Staff Handbook and Code of Conduct

## **2. Objectives of this policy**

This policy outlines what Cornfields School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. Everyone at our school is equal and should be treated with respect. We take all incidences of bullying seriously and we recognise that it is our duty as a whole school to prevent and tackle any bullying, harassment or discrimination.

### **Our school**

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures through PSHE lessons and daily school life that all pupils know the difference e.g. between a possible unintended outburst without intention of hurting their feelings versus actual bullying behaviour towards them.
- Ensures that pupils are aware that all bullying concerns will be dealt with effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy

### **3. Definition**

For the purposes of this policy, harassment and bullying will be defined as:

**'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual either physically or emotionally.'**

Bullying can include, but is not restricted to: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant messenger, through web sites and social networking sites, and sending offensive and/or degrading images by phone or via the internet.

We recognise that the pupils who attend Cornfields school may display the unwanted behaviours listed above due to their various diagnosis, such as difficulties with communication, socialisation and imagination. To ensure that these behaviours do not develop into repeated or targeted bullying behaviours, we record all incidents of behaviour throughout each day and address any behaviours in line with individual pupil circumstances and needs.

The nature of bullying can be:

- PHYSICAL – such as hitting, or physically intimidating someone or using inappropriate or unwanted physical contact towards someone
- ATTACKING PROPERTY – such as damaging, stealing or hiding someone's possessions
- COMMUNICATION (VERBAL AND NON-VERBAL) – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone, swearing (verbal or non-verbal) mocking or imitating
- PSYCHOLOGICAL – such as deliberately excluding, ignoring or alienating people
- CYBER – such as using text, email or other social media to write or say hurtful things about someone

### **4. Forms of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all forms of bullying including:

- Bullying related to LDD (learning difficulties or disability)
- Sexual, sexist or transphobic bullying

Cornfields school regards bullying as a form of behaviour that is entirely unacceptable and that it must be dealt with firmly, swiftly and carefully. It is the responsibility of everyone to prevent it happening and this policy contains guidelines for staff and pupils.

### **5. How our school helps to prevent bullying**

We are a 'telling' school and we use a range of methods to strive to prevent bullying:

- We display a student-friendly anti-bullying policy in each classroom
- We use curriculum opportunities for pupils to learn about different types of bullying and what they can do to respond to and prevent bullying within their PSHE lessons
- We foster good relationships with the pupils in our care and aim to cultivate an environment where any pupil can speak to any staff member about bullying concerns
- We use tutor time to reinforce our anti-bullying messages and increase pupils awareness of bullying
- We celebrate diversity and participate in whole school events, such as Black History Month and World Autism Acceptance Week to frame our anti-bullying policy in 'real life' terms
- Staff and pupils are encouraged to challenge stereotypes
- We work in partnership with parents and carers and tackle bullying
- Two nominated staff welfare advocates are in place to support staff with contact details displayed in staff-only locations in the school and are also available from the office staff
- Two nominated pupils are designated anti bullying ambassadors - they are in place to support pupils and to work with school staff to put in place strategies to prevent bullying and to create an environment where bullying is not tolerated. Details of the ambassadors are displayed in areas accessible to pupils around the school

## 6. Reporting Bullying

It is our aim that any pupil can talk to any staff member about bullying concerns. If a pupil is being bullied, they are encouraged to tell someone they trust about it and not retaliate.

Pupils at Cornfields school can call ChildLine 0800 1111 to speak to someone in confidence and can refer to ChildLine posters displayed around the school.

**STAFF:** All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the staff team (such as the pupil's class teacher or a member of the senior leadership team).

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying, such as distress, feigning illnesses or other behaviours that are unusual for that child. Parents and carers are encouraged by Cornfields school not to retaliate but to report the bullying to the school. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Staff, Parents and carers may obtain bullying advice from the NSPCC helpline (Tel: 0808 800 5000 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk))

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying amongst their peers, if they are able to do so. If pupils witness bullying, they should support the victim and encourage them to report the bullying to a trusted adult.

## 7. Responding to Bullying

When bullying has been reported, the following actions must be taken:

- School staff will record the bullying incident centrally on the CPOMS digital recording system and inform the pupil's class teacher
- Incidents of bullying will be monitored by the Designated Safeguarding Lead (DSL) to evaluate and analyse the action taken, along with spotting any patterns in bullying
- Staff will respond pro-actively to the victim, who may require further and ongoing support (this may be through the use of restorative practice or other appropriate actions, dependent on the individual needs of the pupil)
- Staff will respond pro-actively to the bully, who may require further and ongoing support
- Staff will liaise with parents and carers to ensure they are aware of any incidences of bullying where their child is either the victim or the perpetrator
- Bullying reports will be delivered to governors termly as part of the safeguarding report
- Serious incidents, or those where an injury has been sustained must be recorded in the Accident Book without delay and reported to the Head Teacher

#### **Follow up actions:**

- Monitor the behaviour of bully and victim
- Record any subsequent relevant behaviour using CPOMS to build a timeline.
- Be sure that any sanctions imposed e.g. restorative meetings are seen to be understood by all the parties involved and that they are perceived to be fair, relevant and finite
- Make sure that no pupil is labelled as a bully. Treat each situation as the facts of that situation demand
- Use the curriculum to inform the pupils about the nature, origins and consequences of bullying so that the pupils will see that bullying in any form is unacceptable behaviour and that no pupil can become involved in bullying inadvertently or through ignorance
- Persistent bullies and regular victims will need further, individual work. Where such situations arise, the involvement of the senior staff will be essential

#### **Restorative Practice Guidance can be found in Appendix 1**

### **8. Bullying outside school**

Bullying can take place anywhere at any time. The nature of online bullying in particular, means that it can impact on pupil's wellbeing beyond the school day. Staff, parents and carers must be vigilant to bullying outside of school.

Where a report of bullying outside of school is made to a member of staff, this will be reported to the safeguarding team who will ensure that parents and carers are made aware of the incident and recommendations will be made about how to support the pupil at home and prevent further incidences.

Recommendations similar to the below may be made:

- Reports to the police
- Reports to specific social media outlets

- Blocking of people on social media/mobile phones
- Suggestions of apps that parents/carers can use to closely monitor their child's online activity
- Recommending websites (see end of policy for suggestions)

## 9. Cyber Bullying

As cyber-bullying can differ to other forms of bullying, it may prompt a particular response.

Further information pertaining to cyber-bullying can be found on the Anti-Bullying Alliance website, SEN and disability ([https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/cyberbullying-and-send-module-final%281%29\\_0.pdf](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/cyberbullying-and-send-module-final%281%29_0.pdf))

The key differences are:

- **24/7 Bullying** – young people are always connected, which means that the target of the bullying can be reached at all times, even when at home
- **Online Popularity** – so much of young people's social lives can be online and can increase existing social pressures on young people and enhance exclusion and isolation (e.g. purposefully not liking a status update or photo they have posted, so they seem unpopular, exclusion from group chats, not being invited to group events)
- **Anonymity** – a young person being bullied may not always know who is bullying them, which can be very distressing. Content can be shared with a large audience and it can continue to reappear
- **Evidence** – evidence of cyberbullying is often easier to obtain and can be collected and retained (such as a screenshot or text/email)
- **Global Identity** – online bullying or harassment often involves a large audience and is rarely limited to interaction between two individuals

Support for the person being bullied:

- Offer emotional support, reassure the pupil that they have done the right thing in reporting
- Advise the pupil not to reply or retaliate (keep any evidence and take to their parent or a member of the safeguarding team)
- Advise the pupil to consider what information they have in the public domain
- Unless it is deemed by the victim to be a punishment, consider changing mobile phone number or privacy settings on social media accounts
- Try and get any hurtful or embarrassing content removed from the internet. If the perpetrator is known, ensure they understand why it is wrong and ask them to remove it. The host provider can also be contacted with a request to take any unsuitable content down
- Consider blocking the person carrying out the bullying behaviour from their sites and services

Investigation of cyber-bullying reports:

- Contact a member of the safeguarding team in all cases of cyber-bullying
- Staff and pupils should be encouraged to preserve evidence and a record of abuse (save pictures/emails/texts/digital conversations etc.)

- If images are concerned, determine whether they might be illegal or raise child protection concerns. If so, contact the local police or CEOP (<http://www.ceop.gov.uk/>)
- Identify the bully where possible
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education
- Contact the police in cases of factual/suspected illegal content

## **10. Monitoring and review**

The Headteacher is responsible for reporting to the Governing Body (and the Local Authority, where applicable) on how the policy is being enforced and upheld, via the termly report.

The Governing Body are responsible for monitoring the effectiveness of this policy via reports from the Headteacher and in-school monitoring during their visits to the school.

This policy/strategy will be reviewed annually by the senior leadership team and Governing Body, in consultation with staff, pupils, parents and carers.

## **11. Additional resources for further support**

*National Bullying Helpline* (advice for staff, pupils and parents/carers)  
<https://www.nationalbullyinghelpline.co.uk>

*Anti-bullying Alliance* (support and advice for pupils, parents and staff and further information about Restorative Practice)  
<https://anti-bullyingalliance.org.uk>

*Kent County Council* (advice for staff, pupils and parents/carers and further links for appropriate websites)  
<https://www.kent.gov.uk/education-and-children/protecting-children/bullying#:~:text=If%20you%20are%20worried%20about,forms%20of%20bullying%20among%20pupils.>

## **APPENDIX 1 – Restorative Practice Guidance for Staff**

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair relationships where there has been conflict between individuals or groups (stakeholders). Where applied there is strong evidence to suggest that outcomes for all stakeholders are improved.

Restorative practices enable those who work with children to focus on building and maintaining relationships that create and inspire positive change. Creating change at times requires challenge as well as support.

At Cornfields school, restorative practice is a key tool to promote and maintain positive relationships with all stakeholders.

Using restorative approaches, we provide staff with an array of language, behaviours and tools that strengthen their relationships with children, young people and families, empowering them to share responsibility by using a solution-focused approach, which supports positive change.

Restorative approaches are widely established and accepted both nationally and internationally as a highly effective way of achieving better outcomes for children and young people. They are an important part of the way in which we can support students to become better equipped to understand and address challenges.

There are 5 core beliefs of Restorative Practice.

- Everyone has a unique perspective and a valued contribution to make  
*we need to hear what people have to say*
- Our thoughts influence our feelings, what we do and say  
*we need to find the reason for behaviour*
- Our actions impact on those around us  
*we need to consider the consequences of our actions on ourselves and others*
- All our actions are strategies we have chosen to meet our needs at the time  
*we need to be part of identifying what we need and how our needs will be met*
- The people who are affected by an issue or difficulty are those best placed to find ways forward in collaboration with each other  
*we need to be enabled and empowered to make positive and sustainable changes for ourselves*

A restorative approach is:	A restorative approach is not:
<ul style="list-style-type: none"> <li>• developing and maintaining positive relationships</li> <li>• seeking to understand need</li> <li>• creating a sense of belonging</li> <li>• solution focused</li> <li>• a pro-active way of working with all stakeholders</li> <li>• empowering all stakeholders</li> <li>• maintaining high expectations</li> <li>• separating the action from the perpetrator</li> <li>• making connections before corrections</li> </ul>	<ul style="list-style-type: none"> <li>• excusing behaviour</li> <li>• lowering expectations</li> <li>• shaming or judging any stakeholder</li> </ul>

### **Facilitating Restorative Practice:**

Restorative practices take place either formally, or informally and enable stakeholders to communicate effectively.

The process focuses on:

- building and maintaining positive relationships
- identifying need
- removing barriers



- proactively promoting a sense of community
- understanding responsibility and shared accountability

The person who has been negatively impacted can speak first and may be asked the following questions (or a modified version of them):

**What happened?**

What did you think when you realized what happened?  
What was the impact of this incident on you? On others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

Afterwards the person who has had the negative impact may be asked:

**What happened?**

What were you thinking at the time?  
What have you thought about the situation since?  
Who has been affected by what you did? In what way?  
What do you think you could do to make things right?

**It is hoped that the effective use of restorative practices will allow for:**

Addressing and discussing the needs of the school community and individuals  
Building and maintaining healthy relationships with all stakeholders  
Resolving conflict, holding individuals and groups to account  
Reducing, preventing, and improving challenging behaviour  
Repairing harm and restoring positive relationships.

More information on restorative practice can be found online at

<https://anti-bullyingalliance.org.uk/tools-information>

<https://restorativethinking.co.uk/>

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>