



Part of United Learning

POLICY NAME:	Anti-Bullying
POLICY TYPE:	Cornerstone

DATE RATIFIED:	19 th March 2024
DATE FOR NEXT REVIEW:	February 2027
REVIEWED EVERY 1/2/3 YEARS:	3 Years – Last Reviewed 2024

NOTES:

Anti-Bullying Policy

1) Philosophy

We believe, that for everyone to benefit from our learning community, The Cornerstone Academy should be a place where everyone is made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation. The Cornerstone Academy does not tolerate bullying behaviour in any shape or form. As a school, we are committed to eradicating any behaviour that is intended to upset or offend any member of our community. We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. The Cornerstone Academy aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

This policy embodies the school values and shows how we will put them into practice through our robust reporting and intervention procedures to ensure that our school community remains fully inclusive.

The Cornerstone Academy Students have contributed to this philosophy and have provided feedback about how the environment in school should be:

- *Happy*
- *Safe*
- *Healthy*
- *Peaceful*
- *Welcoming*
- *Kind*
- *Equal*
- *Supportive*
- *Inclusive*
- *Comfortable*
- *Safe environment*
- *Able to make a positive contribution*
- *Able to enjoy learning and achieve*

To protect the rights of all children to have a safe and secure learning environment, The Cornerstone Academy will continuously work towards preventing acts of bullying behaviour, harassment and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at The Cornerstone Academy will follow the anti-bullying guidelines laid out in this policy.

This will enable staff to:

- Identify children displaying unkind or bullying behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident.

2) Definition of Key Terms:

We deliberately choose not to use the term “bully” with our school community as we believe that no individual should be labelled and that, whilst appropriate sanctions will be issued in line with the school’s behaviour policy, all people deserve the opportunity to correct their mistakes and put them behind them. We purposefully use the term “demonstrating a bullying behaviour” to avoid labelling members of our community in this way. Within our community, we make a clear distinction between “unkind behaviour” and “bullying behaviour” (see definitions below). Neither are acceptable and both will be challenged, but the response will be graduated depending on the severity of the situation.

The following terms will be used within this policy and accompanying documentation:

- Unkind Behaviour(s) – Action(s) carried out by an individual or group of individuals with the intent of upsetting another member of the school community.
- Bullying Behaviour(s) - Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. To decide whether an action constitutes ‘bullying behaviour’ we will use the following questions: “Has the behaviour happened on more than one occasion? Is the behaviour intentional? Does the behaviour make you feel upset, unsafe or uncomfortable?”
- Target(s) – The person that has become upset by either the Unkind Behaviour or Bullying Behaviour
- Ring Leader(s) – The person(s) that initiated and carried out the Unkind Behaviour or Bullying Behaviour
- By-Stander(s) – Any person that witnessed the Unkind Behaviour or Bullying Behaviour but failed to challenge or report it. All members of our community are expected to be ‘Up-standers’ rather than By-Standers’.

The Cornerstone Academy Students have provided feedback on reasons for bullying behaviours:

- *They think it’s funny*
- *They think it makes them popular*
- *They are jealous*
- *Friendship issues*
- *Home issues*
- *They are holding a grudge*
- *They are unhappy*
- *They are copying what they have seen others do before, or what has been done to them.*

There are various forms of bullying behaviour which include:

- Verbal abuse, such as name calling and gossiping.
- Non-verbal abuse, such as hand signs or text messages.
- Emotional abuse, such as threatening or intimidating someone.
- Exclusion, such as ignoring or isolating someone undermining, by constantly criticising or spreading rumours.
- Racial or sexual.
- Physical assaults, such as hitting and pushing.
- Online through social networking or using mobile phones including cyber bullying and sexting.

The Cornerstone Academy Students have provided feedback on actions NOT to be considered a bullying behaviour:

- *Not liking someone*
- *Accidentally knocking into someone*
- *A single act of unkindness*
- *Friendship issues*
- *Relationship Problems*
- *Isolated acts of harassment, aggressive behaviour, intimidation, or unkindness*

The Cornerstone Academy Students have contributed their views on the effects of bullying for both the Target and The Ringleader:

Target:

- *Isolated*
- *No one to talk to*
- *Feels like everything has been taken away from them*
- *Low self-esteem*
- *Negative*
- *Takes away positive feelings*
- *Becomes normal/routine*
- *Unfair*
- *Upset*
- *Unsafe*
- *Fear of being a 'grass'*
- *Scared to talk*
- *loss of confidence and dignity*
- *Self-conscious*
- *Does not want to come to school*
- *Anxious*
- *Shy*

The Ringleader:

- *Wants power*
- *Not happy in themselves*
- *Peer Pressure*
- *May not like themselves*
- *Taking their insecurities out on others*
- *Expressing their feelings in a negative way*

3) Legislative Links

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 - The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011.
- The Children Act 1989 - Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Practical Steps to Prevent Bullying

The Cornerstone Academy Staff and Students will:

- Be alert to the possibility of bullying behaviours taking place.
- A clear policy of mobile phones not permitted to be in use during the school day.
- The celebration of all student's backgrounds and cultures through assemblies
- Ensure that any action taken contributes to the development of the School ethos by encouraging positive behaviour and viewing bullying behavior as unacceptable.
- Raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites (see e-safety policy)
- Challenge sexual content within verbal abuse – for instance challenging the word 'gay' and other homophobic language
- Publicise the policy to students and parents to enlist their support.
- Celebrate Anti Bullying Week in school by running activities and events for staff and students
- Promote kindness and anti bullying through assemblies and tutor activities.
- Seek to bring about the situation in which children themselves actively discourage bullying behaviour and view reporting incidents of bullying behaviour as being responsible rather than as "telling tales".
- Ensure that students are not left unattended in classrooms.
- Ensure that the relationship between staff and students are characterised by mutual respect and trust so that students feel able to approach staff if they are experiencing bullying behaviour.
- Ensure that staff model positive behaviour – ensure that methods of teaching and of control do not endorse bullying behaviour tactics.
- Ensure that there is an emphasis on praising appropriate behaviour, rather than on the use of sanctions
- Ensure arrival times for class are adhered to by staff and students
- Encourage students to participate in the management of classes and the School through Student Voice, School Council and the Student Kindness Champions.
- Take positive steps to improve the self-confidence, self-esteem and social skills of both the target and ring leader of the bullying behaviours.
- Encourage Students to report any incidents to staff, if in doubt seek support from the Progress team.

5) Procedure

All staff have a responsibility to report any suspected incidents of bullying to the Progress Team. Incidents should be investigated by the Assistant Learning Director or Learning Director for specified year group.

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- All students must be listened to and all allegations of bullying behaviour investigated and recorded on Arbor. Both unkind and bullying behaviours will be dealt with in line with the behaviour policy.
 - All instances of suspected bullying behaviour will be recorded whether during lesson time, lesson change over, in the playground or beyond school hours.
 - All students potentially involved should give written accounts of the incident on a Student Statement Form.
 - Parents of all parties will be informed by telephone of the incident and action taken.
 - If a student is injured, they must be seen by a qualified First Aid person for assessment of injury and treatment. Details of the injury must be recorded and the parents informed by the School.
 - If there are repeated incidents, the parents may be invited to meet with a member of Progress to discuss support strategies for both target and student demonstrating bullying behaviour. These strategies will be in a graduated response and will be in line with the behaviour policy.
 - In severe cases, a student who is persistently threatening the safety and education of others and has not responded to the strategies put in place may be excluded from School. This will be at the discretion of the Governors and the Principal.
 - Bullying behaviour strategies should not be used by staff, as this reinforces the idea that bullying behaviours are a legitimate way of exercising power and control

6) Confidentiality ^[1]_[SEP]

The Cornerstone Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions. ^[1]_[SEP]

Unless clearly inappropriate, students will always be encouraged to talk to their parent / carer. An underlying principle in supporting students at The Cornerstone Academy is that all children are listened to sensitively and objectively and all incidences of bullying behaviours will be taken seriously.

7) Useful Websites

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Help and advice for families with disabled children including advice on bullying <https://contact.org.uk/help-for-families/information-advice-services/education-start/educationlearning/>

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet International: www.childnet.com Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

LGBTQIA+

Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Mermaids: <https://mermaidsuk.org.uk>

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