



Cornerstone Academy Trust

Anti-Bullying Policy

1. Aims

- › This policy outlines what Cornerstone Academy Trust will do to prevent and tackle all forms of bullying.
- › The policy has been adopted with the involvement of the whole school community.
- › Cornerstone Academy Trust is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Legislation, statutory requirements and statutory guidance

This policy is based on DfE guidance:

- › [Preventing and Tackling Bullying](#)
- › [Keeping Children Safe in Education](#)
- › [Cyberbullying Advice for Headteachers and School Staff](#)
- › [Advice for Parents on Cyberbullying](#)

This policy is also based on Devon County Councils [Bullying, prejudice and racism incidents \(BPRI\) resource \(updated September 2022\)](#)

3. Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying may or may not be because of a protected characteristic (sometimes referred to as ‘identity-based bullying’).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based bullying	Bullying behaviour motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

Prejudice-related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

4. Anti-Bullying Measures

We aim to create an ethos of good behaviour in which all pupils treat each other and staff members with respect, the trust has a statutory obligation to prevent all forms of bullying including the sending of electronic messages intended to cause distress or anxiety. In addition, the Head of Schools has specific statutory power to discipline pupils for poor behaviour, including bullying incidents, outside of the school premises or when they are not under the control or charge of a member of school staff.

Any bullying reported to staff, or otherwise discovered by them, whether in or out of school and whether physical or emotional, will be investigated and acted on. If the misbehaviour could be criminal, the police will be informed. The investigation will normally be dealt with in the first instance by the class teacher. Where the bullying is sufficiently serious, the case will be escalated to a member of the senior leadership team who will discuss it with all parties concerned and punish wrong-doers appropriately. In addition, all parents/carers involved will be informed of the incident and of the action taken. Staff will also consider the motivation behind bullying behaviour and whether it indicates any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying behaviour may need support themselves.

In most cases, we would expect these measures to be sufficient to put an end to the problem. In the unlikely event of this not being the case, further incidents will mean temporary exclusion for those responsible for the bullying and if this fails to resolve the problem, to permanent exclusion.

5. Reporting

All logged incidents held centrally are confidential and must not be disclosed. Only teachers should access and use logging information

- All staff have a duty to report allegations of bullying incidents. The incident should be reported to the teacher of the child making the accusation in the first instance.
- The allegation needs to be initially investigated by the class teacher
- If this a single incident it is not bullying and will be recorded as behaviour; this might involve name calling, threats or physical intimidation
- Deliberately hurtful, repeated incidents by a group or person directed toward another group or person is bullying and will be recorded as bullying
- All information should be passed onto the child's next class teacher as part of pupil records
- All incidents of bullying at play or lunchtime should be passed to class teacher with the relevant details and information

5.1 Logging and Investigation

- If bullying has been identified or is suspected then a full investigation must take place by the class teacher in liaison with the Deputy Head of School.

Follow the steps:

- Log the incident and investigation on CPOMS
- Report findings back to line manager and Deputy Head of School
- Ensure all sanctions, and follow up action, follow the school's behaviour policy.
- Report results to parents of both bully/bullied
- Follow up actions daily/weekly
- When appropriate log on CPOMS as "case closed"

5.2 Senior Leadership Reporting

The Deputy Head of School has a duty to report all incidents to the appropriate Head of Schools as they occur. All incidents logs will be checked on CPOMS, entries should report all minor and major incidents. An analytical overview of incidents will be reported termly to Trustees via the Full Trust Board Meetings.

5.3 Reporting to Local Authority.

All incidents of bullying, prejudice and racism should be reported the local authority by the Head of Schools. This includes incidents outside of the establishment and involving staff. Reporting gives access to resources and support. If the HoS reports an incident to the Police a BPRI submission should also be completed.

All reports should be submitted through the online platform:

<https://www.smartsurvey.co.uk/s/ReportingBPRI/>

6. Monitoring, Evaluation and Review

- The school will track patterns of behaviour and respond appropriately to these
- The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and the Board of Trustees
- This policy will be reviewed in line with the Trust's review cycle. However, the Trustees may review the policy earlier if they receive recommendations on how it might be improved.

7. Equal Opportunities

We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent non-judgemental way.

APPENDIX 1
Rights and Responsibilities

Staff:

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to and to share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information, use lines of communication and apply expectations consistently
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of their own behaviour management skills that could be developed To try out and to evaluate new approaches

Pupils:

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own identify mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers:

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school

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	To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's expectations for positive behaviour	To acknowledge/respond to information and share any concerns
To have concerns taken seriously	To share concerns constructively

APPENDIX 2

[Bullying, prejudice and racism incidents \(BPRI\) resource \(updated September 2022\) - Support for schools and settings \(devon.gov.uk\)](#)