



Court Lane Academies

Anti-Bullying Policy

Approved: May 2023

Review date: May 2025

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> In addition the Portsmouth City Council anti-bullying guidance and resource pack for schools should be read to provide further information and guidance (copy available on PCC website). The schools use the restorative and relational practice approach adopted by PCC, further details of which can be found in the school's Recognising Effort and Behaviour Policy.

1) Objectives of this Policy

This policy outlines what Court Lane Academies will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and 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.

2) Aims

- Bullying is wrong and damages individual children and people. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim as a school, to produce a safe and secure environment where all children can learn and adults can work without anxiety.
- We aim to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our Behaviour and effort policy and our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Agrees with the principles of the PCC anti bullying charter
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

4) Definition of bullying

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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can be emotional, physical, prejudice-based and discriminatory, sexual, direct or indirect, in person or online.

Cyber-bullying is a different form of bullying and can happen at all times of the day. The school will work with parents to address cyber bullying that occurs outside of school hours.

5) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes British values including a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, this could include opportunities to work with the ELSA or other support as identified in the schools local offer.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies and peer support
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Please note:

"The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone." (*Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017*)

6) Involvement of pupils

We will:

- Ensure that pupils begin to develop an understanding of what bullying is.
- Ensure that all pupils know they will be listened to about behaviours of others that may be of concern to them.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying work, assemblies and discussion in schools and embed messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage parents to work positively with the school to role model positive behaviour for pupils, both on and offline.

8) Links with other school policies and practices

This Policy links with a number of other school policies, guidelines, practices and action plans including:

- Staff code of conduct
- Whistle Blowing policy
- Recognising effort and behaviour policy
- Complaints Procedure
- Safeguarding and child protection policies
- Confidentiality Policy
- Equality policy and action plans
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Children Act 1989.

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986.

10) Responsibilities

Governors, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

It is the responsibility of:

School Governors:

- to take a lead role in monitoring and reviewing this policy.
- to support the Headteacher in all attempts to eliminate bullying from our school.
- to monitor the incidents of bullying that occur.

The Headteacher/DSL

- to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- to ensure all staff know how to deal with incidents of bullying.
- to keep accurate records of all incidents of bullying and to report to Governors on request about the effectiveness of school anti bullying strategies and to report to Governors on this.
- ensure that all children know bullying is wrong and that it is unacceptable behaviour in our school.
- to keep a bullying log of all reported incidents

Staff

- to support and uphold the policy and implement procedures.
- to take all forms of bullying seriously and intervene to prevent incidents taking place.
- to support any child who is bullied immediately and discuss the behaviours with the school's designated lead for bullying
- to record incidents of bullying on the appropriate form (Appendix 1) and pass immediately to the school's designated lead for bullying
- to provide appropriate ongoing support for the target
- under the guidance and direction of the Headteacher and the school's designated lead for bullying to work with the aggressor to support them in understanding their behaviour is wrong and to help them change their behaviour for the future.

Parents/carers

- to support their children and work in partnership with the school.
- to contact the school immediately if they are concerned their child may be being bullied or who suspect their child may be the perpetrator of bullying.
- to abide by the policy.

The school's designated lead for bullying is: Karen Pickett, Deputy Head (Infant School) and Sue Wait, Pastoral Manager/DDSL (Junior School)

11) Monitoring & review, policy into practice

Day to day the Headteacher monitors this policy. Governors will monitor the effectiveness of this policy annually and analyse information with regard to the background of all children involved in bullying incidents.

This policy was approved by the Governing Body on: 22 May 2023

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Further sources of information

(Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017)

Other departmental advice and guidance you may be interested in

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by the child or adult alleging the bullying
- A clear and precise account of the incident will be recorded and given to the designated lead (named in Section 10) on the initial investigation form in Appendix 1 immediately following discussion with the child or adult reporting the concern.
- The designated lead will interview all concerned and will record further details about the incident on page 2 of the initial investigation form. This includes gathering information from the parents of both the victim and the alleged perpetrator.
- The designated lead will determine if bullying has taken place using criteria on page 2 of initial investigation form. Where accounts vary, they will come to a judgement using the civil standard of proof (based on the evidence available and on the balance of probabilities, what is most likely to have happened). If bullying is determined the designated lead will ensure that the Bullying incident logging record form is completed and ensure the Headteacher is notified.
- The Headteacher will collate and monitor incidents of bullying.
- The SENCO/SEND leader, Year Leaders and teachers of parties involved will be kept informed and resolutions discussed
- When responding to cyberbullying concerns the school will take all available steps to identify the alleged perpetrator, including looking at the school systems or personal devices, identifying and interviewing possible witnesses, and contacting the service provider or the police, if necessary.
- Where the bullying takes place outside of the school site then the school will endeavour to investigate the concern and take appropriate action in accordance with this policy and the school's behaviour and effort policy.
- Parents/carers of involved parties will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted
- The school will work with the children involved (whether the case is determined as bullying or not) to repair their relationship, using restorative approaches.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Having an immediate and ongoing opportunity to discuss the experience with their teacher or a member of staff
- Being advised to tell an adult keep any pictures/ notes as evidence and discuss how respond to concerns
- Restorative practices to repair and strengthen relationships
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Liaison with their parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support to change behaviour
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include warnings, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Being offered an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns, including clarifying the schools official procedures for complaints or concerns
- Investigation of concerns where the bullying takes place outside of the school site and that appropriate action is taken in accordance with the school's behaviour policy or Trust Code of Conduct
- Reassuring and offering appropriate support, including Employee Assistance Programmes
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Restorative practices to repair and strengthen relationships
- If online, requesting content be removed and reporting account/content to service provider once evidence has been secured

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- Instigating disciplinary, civil or legal action
- Restorative practices to repair and strengthen relationships
- Offering appropriate support, including Employee Assistance Programmes

Appendix 1



Initial investigation into a hurtful incident or allegation of bullying

(to be completed by the adult who the target approaches and handed to the designated lead on the day of the incident)

Completed by	
Name	
Role:	
Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:	
Date and Form of referral e.g. verbal report, letter, e-mail, phone call:	
Details gathered to date:	
Action taken to date~:	
Date: ____ / ____ / ____ Signed	

Factors to help determine if incident constitutes bullying

Incident was bullying because:

- ☐ hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ it is a repeated incident or experience e.g. multiple incidents, or the involvement of a group
- ☐ it involves an imbalance of power
- ☐ it is a cyber-bullying incident

Incident was not bullying on this occasion because it was:

- ☐ the first hurtful incident between these children
- ☐ thoughtless or unkind without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- ☐ Other

Resolution process agreed:

Support needed for the alleged victim:

Support and/or sanction for alleged perpetrator(s):

Review date and outcomes:

Focus of bullying/hurtful behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/race		
Religion/belief		
Gender		
Transphobia/gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		
Other		

Actions, outcomes and findings to be recorded on CPOMS with the appropriate tags