

The Corner School: Anti-Bullying Policy

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Approvers:	The Corner School Education Committee
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- This policy is written in accordance with all legal requirements and best practice
- Equal Opportunities: This policy will never discriminate directly or indirectly against the 9 protected characteristics. Equality of opportunity should be provided for all employees in accordance with the Equality Act (2010). Individuals are invited to provide information about any equality or diversity issues that may be relevant. UP may consider making adjustments to this policy in appropriate circumstances when feasible and in keeping with organisational needs.
- Data Protection: Personal data collected and processed in relation to this policy is managed in accordance with Unlocking Potential's Data Protection Policy.
- Policy Status: This policy is not a contractual term of employment, and it may be varied by UP at any time

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1. Introduction

At The Corner School, we understand that our pupils have Social, Emotional and Mental Health needs and SEND which impact their relationships and social interactions with others.

As a multi-disciplinary team, we aim to promote, model and teach pupils how to make and maintain healthy and positive relationships. We also aim to support with their abilities to reflect on and take responsibility for their own actions and behaviours by understanding how their actions may affect others. Staff will also support and facilitate a restorative with pupils to repair emotionally with others and think about what they can do better next time to resolve a problem, rupture or conflict with peers.

As stated in our Behaviour Policy, our approach to behaviour is child-centered to meet the needs and preferences of each individual pupil. We set individual Behaviour for Learning and academic targets to ensure that pupils make progress with their social, emotional and mental health in addition to their academic progress. Our targets are challenging but achievable and progress is measured over time.

The guiding principles of this policy are:

- Respect yourself (and be kind to yourself)
- Respect and listen to others (and be kind to others)
- Engage with all areas of learning
- Reflect and learn from each day

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour for learning, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment so that everyone can work, learn and play together
- Ensure that every member of the school feels valued and respected
- Establish and share our whole-school approach to maintaining high standards of behaviour for learning that reflect the school values
- Establish and share our whole-school approach to preventing and dealing with Child-on-Child abuse (bullying)
- Ensure that individuals are all treated fairly. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation
- This policy is to enable and ensure a consistent school response to any bullying incidents that may occur, including cyber-bullying

3. Child on Child Abuse (bullying)

Bullying is defined as **“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.”** (*DfE Preventing and Tackling Bullying, July 2017*). Bullying is a form of child-on-child abuse and can be defined as the repetitive, intentional harming of one person or group by another person or group. Bullying is, therefore: Deliberately hurtful *and* Repeated, often over a period of time.

Bullying can include but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Verbal abuse	Name calling, taunting, mocking, making offensive comments, gossiping, spreading hurtful and untruthful rumours.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristics: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation (homophobic bullying), Bullying related to SEND (Special Educational Needs or Disability), Bullying related to appearance or physical/mental health conditions, Bullying of young carers, Pupils in care or otherwise related to home circumstances, Sexist, sexual, misogynistic and transphobic bullying or Bullying via technology – "cyberbullying."
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Sexual violence: such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
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.

4. Roles and Responsibilities

The role of the Head Teacher

It is the responsibility of the Head Teacher to review and approve this anti-bullying policy and ensure that all staff (both teaching and non-teaching) are aware of the policy and receive appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy and know how to manage incidents of bullying.

The Head Teacher will implement the school anti-bullying policy consistently and ensure that the school environment encourages positive behaviour. They will ensure that behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy. The Head Teacher reports to The Corner School Education Committee about the effectiveness of the anti-bullying policy at each governing body meeting.

The Role of Staff

Staff aim to prevent incidents of bullying and establish a safe environment of trust and respect for all by:

- Ensuring that all pupils know that bullying is wrong, unacceptable behaviour and harmful to others
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Establishing and maintaining clear boundaries of acceptable pupil behaviour, providing a personalised approach to the specific behavioural needs of the children
- Reminding and encouraging pupils to behave respectfully and kindly towards their peers, modelling expected behaviour and positive relationships
- Consistently supporting all pupils to reach their potential, praising, rewarding and celebrating their success
- Taking part in any pastoral work following any unacceptable behaviour choices (for example: attending reviews of specific behaviour interventions)
- Actively supporting anti-bullying strategies by teaching pupils about child on child abuse, including cyber-bullying and online safety. Staff regularly speak to parents about to further develop their awareness of online safeguarding issues including social media apps. Daily or at least weekly contact with parents/carers provides regular opportunities to discuss internet safety and any issues of cyber bullying.

At The Corner School, there is a high ratio of staff to pupils which positively impacts the supervision and vigilance of pupils; therefore, the early intervention and mediation of behavioural incidents and or child on child abuse are effective.

Staff have received sufficient training to be equipped to deal with behaviour incidents; however, when appropriate, the Head Teacher will support and or intervene with specific incidents, for example supervise/support staff to conduct restorative reflections or conversations. This training is ongoing and revisited on a regular basis.

Staff inform the Head Teacher about any incidents of bullying/child on child abuse. Staff will always inform the pupil's parents/carers (of both pupils involved) and keep them up to date regarding how the incident is being dealt with and any next step.

Staff keep a record of all bullying incidents on CPOMS and the data is reviewed regularly. If any staff witness an act of bullying they immediately inform the Class Teacher and the Senior Leadership Team as well as recording on CPOMS. This is usually done at the time of the incident or during our end of the day daily staff briefings.

Involvement of Pupils

Staff will:

- Regularly teach, discuss and explore the pupils views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying learning activities in schools and embedded messages in the wider school curriculum.
- Publicise and promote the details of helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the underlying issues.

The role of Parents and Carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, the school's anti-bullying policy and working in collaboration with them to support with behavioural issues.

Whilst the school maintains overall responsibility for the behaviour and safety of all pupils during the time when the children are with us, there is an emphasis on supporting parents to take responsibility for their child's behaviour. Parents and Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to make positive choices and adhere to the school's behaviour and anti-bullying policies.

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be involved in bullying others, should contact the school immediately.

The Corner School Education Committee

The Corner School Education Committee is consulted on the philosophy and content of our Behaviour and Anti-Bullying policies. The Head Teacher reviews both policies annually. The Corner School Education Committee is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

5. Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher and leadership team. Bullying incidents are reported at each termly CSEC governance meeting and discussed.

6. Links to other Policies

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

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policy

7. 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:

- The Equality Act 2010
- The Pupil Act 1996
- Keeping Children Safe in Education, September 2025

8. Supporting Organisations and Guidance

- Bullying UK Advice: www.bullying.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- DfE: Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: No health without mental health: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- NSPCC: www.nspcc.org.uk
- Links to Cyberbullying references
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- DfE: Cyberbullying – Advice for Headteachers and School Staff 2014
- DfE: Advice for Parents and Carers on Cyberbullying 2014: www.gov.uk/publications/cyberbullying

9. Organisations that provide support to parents and carers and children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Childnet
- The Diana Award
- Internetmatters
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre