GREENWOOD ACADEMIES TRUST

CORBY PRIMARY ACADEMY

Anti-Bullying Policy

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Anti-Bullying Policy

This policy is designed to be read and understood in conjunction with our Behaviour Policy, Site Specific Safeguardin Policy and GATs Special Educational Needs and Disabilities (SEND) policy.

Values and Ethos of the Academy

Corby Primary Academy fully supports the Government's expectation that every child should be able to learn in a safe, supportive and inclusive environment, free from bullying, where they can thrive academically, socially and emotionally.

At Corby Primary Academy, we are committed to fostering a positive school culture built upon our core values of Respect, Responsibility and Resilience. We believe that every member of our school community has the right to feel safe, valued and respected, and a responsibility to contribute to a caring and inclusive environment.

We recognise that bullying can have a significant impact on a child's wellbeing, mental health, attendance and achievement. Bullying of any kind is unacceptable and will not be tolerated at our school. We are committed to preventing bullying through education, positive relationships, effective pastoral support and a whole-school approach that promotes kindness, empathy and mutual respect.

We encourage all children, staff, parents and carers to report concerns about bullying promptly. Pupils are supported to speak to a trusted adult and can be confident that all reports will be taken seriously, investigated thoroughly and addressed fairly and effectively. Our approach focuses on both supporting those affected by bullying and helping those displaying bullying behaviours to understand the impact of their actions and make positive changes.

Through our commitment to Respect, Responsibility and Resilience, we strive to create a school community where everyone feels safe, included and empowered to reach their full potential.

Academy Values and Expectations



RESPECT-RESILIENCE-RESPONSIBILITY

Respect

- We treat others with kindness and consideration.
- We value ourselves, others and our environment.

Responsibility

- We take ownership of our choices.
- We repair harm when mistakes occur.

Resilience

- We keep trying when learning is difficult.
- We learn from mistakes and setbacks.

Objectives of this Policy

- To foster a safe, inclusive and positive school environment where every child is treated with respect, feels valued and can thrive.
- To promote a culture of responsibility, where all members of the school community understand their role in preventing, identifying and challenging bullying behaviour.
- To develop pupils' resilience and confidence so that they feel empowered to speak out about bullying, seek support and stand up for themselves and others safely.
- To create a whole-school culture in which pupils, staff and families work together to build positive relationships based on kindness, respect and mutual understanding.
- To work in partnership with parents and carers to ensure concerns about bullying are reported promptly, addressed effectively and resolved in a timely manner.
- To support all children involved in bullying incidents by addressing the underlying causes, promoting positive behaviour, rebuilding relationships where appropriate and helping pupils make responsible choices in the future.
- To ensure that all reports or allegations of bullying are taken seriously, investigated thoroughly and responded to fairly, consistently and effectively.
- To promote the values of Respect, Responsibility and Resilience in everyday school life, creating a community where bullying is not tolerated and everyone feels safe, supported and able to succeed.

Understanding

- To ensure a consistent and effective approach to preventing and addressing bullying, all members of the school community should have a shared understanding of what bullying is and how it affects others.
- All staff, pupils, parents and carers will be supported to understand what constitutes bullying and will use appropriate language when discussing bullying-related concerns.
- All staff will be familiar with the school's Anti-Bullying Policy and procedures and will follow them consistently when responding to reports, concerns or incidents of bullying.
- All pupils will know how to recognise bullying behaviour, understand the importance of reporting concerns, and know how to access support from a trusted adult.

- Parents and carers will be made aware of the school's Anti-Bullying Policy, including the processes for reporting concerns and the support available to children and families.

- Through our values of Respect, Responsibility and Resilience, all members of the school community will be encouraged to contribute to a culture where bullying is challenged, concerns are shared openly and everyone feels safe, valued and respected.

Roles and Responsibilities

At Corby Primary Academy, preventing and responding to bullying is a shared responsibility. All members of the school community are expected to uphold our values of Respect, Responsibility and Resilience and contribute to creating a safe, inclusive and supportive environment for all.

All staff and pupils have a responsibility to respond appropriately to concerns about bullying and to promote a culture where everyone feels safe, respected and valued.

All staff are expected to familiarise themselves with the school's Anti-Bullying Policy and procedures and to follow them consistently when responding to reports or incidents of bullying.

Any member of staff who deals with an incident of bullying is responsible for ensuring that it is recorded on CPOMS on the same day. Where access to CPOMS is unavailable, the incident must be documented using the school's incident reporting system and shared with the Designated Safeguarding Lead. Relevant class teachers should also be informed. Responsibility for recording the incident remains with the member of staff who initially managed the concern.

Lunchtime staff are responsible for reporting all bullying concerns, incidents or patterns of behaviour that occur during lunchtime. Information should be shared with the relevant class teacher, together with details of any actions taken. Serious incidents must be referred immediately to the Senior Lunchtime Supervisor, Principal, Deputy Principal or Assistant Principal.

Class teachers are responsible for ensuring that pupils understand how to report bullying concerns and access support from trusted adults. They are also responsible for delivering curriculum content that promotes positive relationships, respect, empathy and the prevention of bullying.

Class teachers will monitor pupil wellbeing and follow up any signs, behaviours or concerns that may indicate a child is experiencing bullying. They will also respond appropriately to concerns raised by pupils, parents or carers.

All staff are encouraged to seek guidance, training or additional support if they feel they require further knowledge or confidence in implementing this policy or addressing bullying-related concerns.

The Senior Leadership Team is responsible for ensuring that staff receive appropriate training, guidance and support to effectively prevent, identify and respond to bullying.

The school's designated member of the Senior Leadership Team with strategic oversight of bullying prevention and response is Mr A Campion, who is responsible for monitoring the effectiveness of the school's procedures for preventing and tackling bullying and ensuring that concerns are addressed appropriately and in accordance with this policy.

What is bullying?

At Corby Primary Academy, we adopt the definition of bullying set out by the Department for Education:
"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying often involves an actual or perceived imbalance of power, making it difficult for the person experiencing the bullying to defend themselves."

At Corby Primary Academy, bullying is not tolerated in any form and is contrary to our values of Respect, Responsibility and Resilience. We are committed to creating a culture where everyone feels safe, valued and empowered to speak up if they experience or witness bullying.

Types of Bullying

In line with the Department for Education and Anti-Bullying Alliance guidance, bullying can take many forms and may occur face-to-face or online.
Bullying may be:

- Physical - such as hitting, kicking, pushing or damaging property.
- Verbal - such as name-calling, insults, threats or offensive remarks.
- Emotional/Relational - such as excluding others, spreading rumours or intimidating others.
- Online (Cyberbullying) - bullying behaviour carried out through digital technologies, including social media, messaging services, online gaming platforms, websites and mobile devices, with the intention of causing harm or distress.

Bullying may also be motivated by prejudice or discrimination relating to a person's actual or perceived:

- Disability or special educational needs (SEND)
- Race, ethnicity or culture
- Religion or belief
- Sex (including sexism and sexist bullying)
- Sexual orientation
- Gender reassignment
- Family circumstances, including caring responsibilities, looked-after status or socio-economic background.

At Corby Primary Academy, we are committed to promoting equality, inclusion and respect for all. Any form of discriminatory or prejudice-based bullying is taken seriously and will be addressed in accordance with this policy and the school's Equality and SEND policies.

We recognise that bullying can occur both inside and outside of school, including online. In accordance with DfE guidance, the school may investigate and respond appropriately to incidents that occur outside of school where they affect the safety, wellbeing, education or reputation of pupils or members of the school community.

Signs and Indicators of Bullying

Children who are experiencing bullying may not always tell someone directly. Changes in behaviour, presentation or wellbeing may indicate that a child requires support. Whilst these signs do not necessarily mean that bullying is taking place, they should be taken seriously and investigated appropriately.

A child who is experiencing bullying may:

- Be reluctant or anxious about attending school.
- Frequently report feeling unwell, including headaches or stomach aches.
- Become withdrawn, anxious or upset.
- Display a loss of confidence or self-esteem.

- Experience a decline in engagement, concentration or academic performance.
- Have difficulties with friendships or become socially isolated.
- Display changes in behaviour, including becoming unusually quiet, aggressive or distressed.
- Have unexplained injuries or damaged belongings.
- Appear worried about using the internet, social media, online games or mobile devices.
- Show changes in mood, behaviour, attendance or punctuality.

At Corby Primary Academy, all concerns will be taken seriously. Early identification and intervention are essential in ensuring that pupils feel safe, supported and able to thrive in line with our values of Respect, Responsibility and Resilience.

Procedures: Reporting and Responding to Bullying

Reporting Concerns - Pupils

Pupils are encouraged to act safely when they witness bullying by reporting concerns to a trusted adult and supporting others appropriately. Pupils are not expected to intervene directly where doing so may place them at risk.

Reporting Concerns – Parents and Carers

Parents and carers who have concerns about bullying, whether their child is experiencing, witnessing or displaying bullying behaviour, should contact their child's class teacher in the first instance. This may initially be through Class Dojo, email, telephone or by arranging a meeting with the school.

The class teacher will investigate the concern, take appropriate action and, where appropriate, provide feedback to parents or carers regarding the outcome and any next steps.

If parents or carers remain concerned following this process, they should contact the school office to arrange a meeting with a member of the Senior Leadership Team.

Responding to Reports of Bullying

All staff must follow the school's Behaviour Policy and Anti-Bullying Policy when responding to concerns.
The key principles are:

- The member of staff who receives the initial report is responsible for ensuring that the concern is listened to, acted upon and recorded appropriately.
- All concerns should be taken seriously and investigated promptly, fairly and sensitively.
- Children involved should be given the opportunity to explain their account of events in a calm, supportive and non-judgemental environment.
- Staff should distinguish between conflict, relational difficulties and bullying behaviour to ensure that concerns are addressed appropriately and that the term bullying is used accurately and consistently.
- All concerns and investigations must be recorded on CPOMS, including details of discussions, actions taken and any outcomes.
- Serious incidents, repeated concerns or incidents involving prejudice-based bullying should be referred to a member of the Senior Leadership Team without delay.

- Parents or carers will be informed of serious incidents and any significant actions taken. All communication with families should be recorded on CPOMS.

- Support will be tailored to the needs of those involved and provided as early as possible. Pupils who have experienced bullying will be supported through reassurance, regular check-ins, pastoral support and strategies to help them feel safe and confident. Pupils displaying bullying behaviour will be supported to understand the impact of their actions, develop empathy, take responsibility for their behaviour and make positive choices moving forward. Where appropriate, restorative approaches may be used alongside appropriate sanctions in accordance with the school's Behaviour Policy.

- This approach ensures that all reports of bullying are addressed consistently, effectively and in line with our commitment to promoting Respect, Responsibility and Resilience throughout the school community.

Recording and Outcomes

All reported concerns relating to bullying will be taken seriously, investigated promptly and recorded appropriately. Incidents will be considered on an individual basis and information gathered from those involved to establish an accurate understanding of events.

Not all reported incidents will be determined to be bullying following investigation. Some incidents may be identified as friendship difficulties, conflict between peers or isolated incidents of unkind behaviour. However, all concerns will be responded to appropriately and in line with the school's behaviour and safeguarding procedures.

Where bullying is identified, actions may include:

- restorative conversations;
- educational interventions;
- pastoral support;
- involvement of parents/carers;
- behaviour sanctions where appropriate;
- support from external agencies where necessary.

Outcomes will be monitored to ensure that the bullying has stopped and that all pupils involved receive appropriate support.

Behaviour Sanctions and Restorative Practice

Bullying, child-on-child abuse and hate incidents (disability, gender, race, religion or belief and sexuality) are regarded as serious breaches of the school's expectations and values of Respect, Responsibility and Resilience.

In line with the school's Behaviour Policy, all substantiated incidents of bullying will be recorded on CPOMS and managed by a member of the Senior Leadership Team. Depending on the nature, severity and persistence of the behaviour, pupils may be moved directly to a Level 4: Repair and Restore consequence.

At Level 4, pupils are supported to reflect on their behaviour, understand its impact on others, take responsibility for their actions and work towards repairing any harm caused. Parents/carers will be informed on the day of any Level 4 consequence and the actions taken by the school.

Consequences will be determined by the Principal or Deputy Principal and may include:

- restorative conversations and reflection;
- supported apologies or restorative meetings where appropriate;
- loss of break and/or lunchtime;
- completion of a restorative task or letter;
- increased monitoring and pastoral support;
- work to develop empathy, responsibility and positive relationships;
- temporary placement with a senior leader where appropriate;
- further sanctions in accordance with the Behaviour Policy.

The primary aim of the Repair and Restore process is to stop bullying behaviours, safeguard all pupils, repair relationships where appropriate and prevent further incidents from occurring.

Monitoring, Analysis and Quality Assurance

At Corby Primary Academy, all reported incidents of bullying, child-on-child abuse and hate incidents, are recorded and monitored through CPOMS. This enables leaders to identify patterns, trends and emerging concerns and ensure that appropriate action is taken in a timely manner.

Safeguarding information is reviewed regularly by the Safeguarding Team. At the end of each term, a safeguarding analysis is completed using CPOMS data. This analysis includes consideration of all reports of bullying, child-on-child abuse, including emotional, physical, verbal and online incidents and hate incidents.

Findings from this analysis are shared with the Trust's Safeguarding Directorate and are used to inform ongoing safeguarding, behaviour and pastoral provision. This enables leaders to evaluate the effectiveness of current practice, identify emerging themes and trends and ensure that appropriate support and early intervention is provided where required.

Information gathered through monitoring and analysis is used to shape the school's responsive curriculum and wider personal development programme. Where appropriate, this may include targeted PSHE lessons, assemblies, staff training, classroom discussions, external agencies, workshops, educational programmes and specialist visitors to address identified needs and promote positive relationships, respect and inclusion.

Through regular monitoring, evaluation and responsive action, the school seeks to ensure that concerns are addressed proactively, early intervention is provided where needed, and pupils continue to learn in a safe, supportive and inclusive environment in line with our values of Respect, Responsibility and Resilience.

Prevention

At Corby Primary Academy, we believe that prevention is the most effective way to tackle bullying. Through our values of Respect, Responsibility and Resilience, we promote positive relationships, inclusion and mutual respect across the school community. Pupils are taught to recognise bullying behaviours, understand their impact and know how to seek help. We provide regular opportunities for children to develop empathy, teamwork and responsible behaviour, helping to create a safe and supportive environment for all.

Curriculum and Personal Development

Through our well-planned PSHE curriculum, assemblies and wider personal development programme, pupils are taught about positive relationships, respect for others and how to recognise, prevent and respond to bullying. Learning is embedded across the curriculum and is reinforced through opportunities to explore our school values

of Respect, Responsibility and Resilience, as well as topics relating to British Values, equality, diversity and protected characteristics. Pupils are taught the difference between unkind behaviour, friendship difficulties and conflict, and bullying, which is behaviour that is repeated over time, intentionally causes harm and often involves an actual or perceived imbalance of power.

Protective Behaviours

Protective Behaviours is a key golden thread that runs throughout our PSHE curriculum and wider personal development programme. It helps pupils develop the knowledge, confidence and skills needed to stay safe, seek support and build positive relationships.

Through this approach, pupils learn two key messages:

- *We all have the right to feel safe all the time.*
- *We can talk to someone about anything, even if it feels awful or small.*

Pupils are regularly encouraged to identify a 'hand of five trusted adults' who they can turn to for help, support or advice. This includes trusted adults both at home and in school. This approach helps children understand that they are never alone and supports them in knowing who to speak to if they experience, witness or have concerns about bullying. We recognise that positive play experiences contribute to pupil wellbeing, social development and positive behaviour.

Playground Environment and Positive Play

During break and lunchtime periods, pupils have access to a range of engaging play equipment and activities designed to encourage cooperation, inclusion and positive interactions.

Staff actively model and promote respectful behaviour, teamwork and fair play, supporting pupils to build positive relationships and resolve minor disagreements appropriately. By providing a structured and engaging play environment, we aim to foster a sense of belonging, reduce conflict and support a safe and enjoyable experience for all pupils.

Online Safety Education

Pupils are taught how to stay safe online through our curriculum and wider safeguarding provision. This includes developing an understanding of respectful online behaviour, recognising potential risks, knowing how to report concerns and understanding how to respond to incidents of cyberbullying. Pupils are encouraged to seek support from a trusted adult whenever they feel unsafe or concerned about something they have experienced or witnessed online.

Further Reading

This policy links directly with:

- *Corby Primary Academy Behaviour Policy*
- *Corby Primary Academy Site-Specific Safeguarding Policy*
- *Greenwood Academies Trust SEN and Disability Policy*
- *Greenwood Academies Trust Online Safety Policy*