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Cabot Learning Federation

Anti-Bullying Policy

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Noticed by Academy Council:

Anti-Bullying Policy

Creation Date	19 September 2016
Implementation Date	13 October 2021
Review Frequency	Annually
Last Reviewed	03 September 2026
Approval	Full Academy Council
DfE Status	

History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
19/09/2016	Whole Document	Creation of new policy following review of existing policies.		
11/2017	Whole Document	No change	Annual	
10/2018	Whole Document	No change	Annual	
09/2019		Pages 4 and 5 **Prevention** Removal of Vertical Tutoring **Monitoring** Change to point 1 – SIMS to CPOMS	Academy change to horizontal tutoring. All bullying incidents and their related actions are now recorded in CPOMS.	
23/11/2020	Whole document	Document review for all through	Annual review	Andrew Marshall-Aherne Assistant Principal
10/01/2022	Whole Document [to be fully reviewed and adopted at the next Academy Council Meeting in February 2022.	Full policy revision following all-through managing change	Introduction of all-through structure	K Ogden Principal
02/10/2022	Whole document	Document review for the academy	Annual review	Emma Watts Assistant Principal Head of Middle School
28/02/2024	Whole Document	Document Review	Annual Review	Adele Rice Designated Safeguarding Lead

03.02.25	Whole Document	Document Review -Legislation Compliance updated -8.0 Recording bullying and evaluating the policy updated -10.0 Monitoring names and roles updated.	Annual Review	Andy Marshall-Aherne Assistant Principal
03.09.26	Whole Document	Document Review 5.0 Update to Cyberbullying and addition of anti-allergy bullying. 10.0 Monitoring names and roles updated 12.0 Additon of Benedict Blythe Foundation website	Annual Review	Sharon Bryant DDSL

1.0 Legislative Compliance

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents. This policy should also be read in conjunction with:

- Education and Inspection Act 2006
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Behaviour in Schools
- Prevent Duty guidance for England and Wales, 6 March 2024
- Keeping Children Safe in Education September 2026
- Working Together to Safeguard Children December 2026

1.1 Links to Other Policies

This Policy has been written as guidance for staff, parents or carers and young people should be taken in conjunction with the following King's Oak Academy policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Exclusions and Suspensions Policy
- Charging and Remissions Policy

2.0 Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted, or harassed. Bullying can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development; the negative mental effects of bullying can remain with an individual into adulthood.

At King's Oak Academy, we are committed to creating a safe, purposeful, calm, and reflective learning environment in which all students from 4-16 flourish and are supported to reach their full potential, equipped with skills for life.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our academy and will not be tolerated. All pupils should feel able to share concerns and know that, when bullying behaviour is brought to academy staff's attention, prompt and effective action will be taken. Anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

3.0 Objectives of this policy

This policy outlines what King's Oak Academy 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.

Our Academy 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.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents and carers regarding their concerns on bullying and deals promptly with complaints. Parents and carers in turn work with the academy to uphold the anti-bullying policy.

- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Cabot Learning Federation, the Local Authority, and other relevant organisations when appropriate.

4.0 Roles and Responsibilities

Academy Council will regularly review the policy which the principal must consider, in determining measures to promote good behaviour and discipline.

The Principal and Senior Leadership Team have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied without regard to ethnic origin, cultural differences, gender, disability, or sexuality issues. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently. They will ensure that students are listened to and that their concerns are appropriately addressed.

Parents and carers will be encouraged to work in partnership with the Academy in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All students have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

5.0 Identifying Bullying: The nature of bullying.

King's Oak Academy recognises the Anti-Bullying Alliance definition of bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."
Government guidance tells us: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, allergies, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online." (Preventing and Tackling Bullying, 2017)

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. There is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them.
2. There is a harmful outcome: a person or persons are hurt emotionally or physically.
3. The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone, or it could be an indirect act such as spreading rumours via social media.
4. There is usually repetition from the perpetrator. However, for vulnerable students in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people.
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

5.1 Bullying behaviour can be direct or indirect, simple, or complex.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

Indirect bullying includes persistently ignoring a student so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

Cyber-bullying has grown in frequency and impact in recent years. The government document, "Preventing and Tackling Bullying" (2017) offers this further guidance:

"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

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."

Bullying differs from 'friendship fall-out', or other aggressive behaviour. "If two children or young people of about the same strength have the odd fight or quarrel it is not bullying." (Olweus 1989, 1993, 1999).

Cyberbullying can include:

- abusive or threatening messages;
- exclusion from online groups;
- spreading rumours or humiliating content;
- sharing images or videos without consent;
- impersonation or fake accounts;
- coordinated online bullying;
- sexualised comments or messages;
- sharing or threatening to share intimate images;
- **AI-generated or manipulated intimate images/deepfakes**;
- bullying through gaming platforms, group chats and social media.

5.2 Forms of bullying covered by this policy.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology – "cyberbullying"
- Bullying related to gender or sexuality. Homophobic, Bi-phobic, or Transphobic bullying.
- Bullying related to allergies

5.3 Signs and symptoms of bullying

A victim may indicate by signs or behaviour that he or she is being bullied.

These may include:

- reluctance to attend school.
- truancy from specific lessons
- damage to clothing or possessions
- unexplained bruises/swellings
- deterioration of schoolwork/academic performance
- being afraid to use the Internet.
- becoming jittery about receiving text messages
- unkempt uniform

- bullying towards siblings
- taking money without permission

Symptoms may include:

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess or difficulty in concentration
- lack of motivation to complete work

These are examples but this list is not exhaustive.

6.0 Preventing Bullying

The Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Regularly evaluate the climate of the academy through systems involving student, parent, and staff surveys, and also through meetings and telephone conversations with parents.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff, and parents/carers to access support and report concerns, which might include verbal and written reporting, anonymised reporting, and making use of the peer support networks.
- 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, peer support and the school/student council.
- 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 on our central safeguarding software (CPOMS)).
- Proactively gather and record concerns and intelligence through CPOMS about bullying incidents and issues 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.

- Use PSHE lessons (EYFS – Year 11), assemblies and productions e.g. KIDSCAPE Role-Plays to address aspects of bullying and mutually respectful friendships.
- 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.
- Involve parents in additional awareness training events, e.g. internet safety.

6.1 Anti-Bullying Education in the Curriculum
King's Oak Academy will raise the awareness of the anti-social nature of bullying through a PSHE programme, assemblies, the school council, use of tutor time and in the national curriculum programmes of study as appropriate. Through this, it is our academy's aim to eradicate such behaviour as well as to ensure that it is socially accepted and expected that bullying will not be tolerated.

The Heads of School and Leader of Health are responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the KOA PSHE curriculum.

Subject Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

7.0 Responding to Bullying

King's Oak Academy adopts a three-stage approach to dealing with bullying:

Stage 1: Creating a safe learning environment and anti-bullying culture.
The first stage is on-going, and involves measures designed to encourage students to behave positively towards one another, thereby discouraging bullying.
These measures include:

- Signing a Home-School Agreement
- Student supervision at non-lesson times by academy staff.
- Providing safe places for vulnerable students to go before and after school, at break times and lunchtimes e.g. Support Hub.
- Supervision of corridors between lessons
- Opportunities for students to discuss bullying issues such as in tutor period or a PSHE lesson.
- Assemblies

Stage 2: If bullying occurs: The Restorative Approach
This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying and encouraging perpetrators to take responsibility for their actions.

It may be appropriate to monitor the situation in the first instance and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to adopt a Restorative approach with all those involved. This might mean asking students and staff to share their views within a meeting with a facilitator who would ensure that all participants

were able to say how they had been affected by the bullying behaviour and what needed to change. Parents and carers will also be asked for their views, and this will inform the meeting. As a way forward, if thought appropriate and agreed upon, a contract would be written between the students.

There would then be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

A key focus of the restorative approach is to ensure victims of bullying incidents are thoroughly supported, signposted to the correct support, and in cases of repeated bullying, the response is escalated accordingly (See Appendix1).

Stage 3: If those involved in bullying do not respond to the restorative approach

If those involved do not keep to the agreements made at Restorative Approach Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use an increasing range of sanctions, including loss of break time/lunchtime, after school detentions, internal suspension, or suspension to another Federation academy, or in extreme cases, fixed term or permanent suspension.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if '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 must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

7.1 Offsite bullying

A significant addition in the 2017 guidance, "Preventing and Tackling Bullying", has been recognising bullying that occurs outside of the school premises. It states: "School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 says that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Senior Leadership Team should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

8.0 Recording bullying and evaluating the policy.

When bullying of a student has been reported, statements will be taken from all relevant parties and stored on file. When it is believed that bullying has occurred, the incident will be recorded on CPOMS.

From there, a number of actions will take place, including informing parents, a restorative approach towards mediation, and/or a sanction. The situation will then be closely monitored by the Head of School and Year Team. See Appendix 1 for a clear outline of the actions to be taken.

The measures taken and sanctions imposed will be recorded and used to inform pastoral/safeguarding staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated annually by a member of the Senior Leadership Team.

9.0 Parental Complaints

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Class teacher or Tutor should be contacted to discuss the matter.

If the parent is still dissatisfied, then the appropriate Head of Year should be involved.

If this still fails to resolve the Parental Concern, then the appropriate Head of School should be involved.

If this still fails to resolve the Parental Concern, then the Head of School with responsibility for All-Through Behaviour and Attitudes should be involved.

Further information may be found in the Complaints Policy if a Parent feels the matter is still unresolved.

10.0 Monitoring

The designated members of staff with responsibility for tracking and monitoring incidents of bullying are:

Role	Name	Contact
Designated Safeguarding Lead	Sarah Holtby	Sarah.holtby@clf.uk
Vice Principal	Simon White	simon.white@clf.uk

The designated staff member will report on a termly/annual basis to the Academy Council on incidents of bullying and outcomes.

They 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 Academy's action planning.

11.0 Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all areas of equality using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

12.0 Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Beat Bullying: www.beatbullying.org
Childline: www.childline.org.uk
DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
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

Cyberbullying

Childnet International: www.childnet.com
Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk LGBT
EACH: www.eachaction.org.uk
Pace: www.pacehealth.org.uk
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Racism and Hate
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
Show Racism the Red Card: www.srtrc.org/education

Allergies
Benedict Blythe Foundation: https://benedictblythe.com/benedicts-law/

Appendices

Appendix 1: Flow chart for staff actions following the reporting of a bullying incident.

Note: CPOMS regularly reviewed for patterns by safeguarding team. Findings inform assemblies, tutor activities and PSHE curriculum.

1. • Bullying incident reported by Student, Teacher, Parent or Peer Mentor
2. • Year teams take statements from all relevant parties
3. • Incident logged on CPOMS, statements stored securely on file
4. • Intervention: Restorative approach and sanction where necessary.
5. • Parents informed, communication and actions taken logged on CPOMS
6. • 2 weeks later, year team follow up with students and parents
7. • Log actions and communications on CPOMS
8. • Incident resolved? Close incident on CPOMS
9. • Incident continued? Escalate to SLT