Anti-Bullying Policy
2025 - 2026

Purpose

Everyone at Charlesworth School has the right to feel welcome, safe and enjoy learning. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists, the victims must feel confident to speak out and that the policy and procedures in school will effectively deal with the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for pupils, support the victims of bullying and help to build an anti-bullying ethos in the school.

Aims and Objectives

This policy is based on DfE guidance "Preventing and Tackling Bullying" (July 2017) and outlines how we will make this possible at Charlesworth School. It outlines what we will do to prevent and tackle bullying to create an environment where bullying in any form (not only between children but also adult/adult and adult/child incidents of bullying) will not be tolerated. It is also integral to the school policy for Behaviour, Discipline and Well-Being (available for download from the school website).

Definitions of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, message and social media sites, and sending offensive or degrading images by mobile phone or via the internet. We will now include the use of AI technologies as part of this definition also.

Charlesworth School will work hard to clearly communicate to all pupils, parents and staff the difference between bullying and simply "falling out".

Procedures and Practice

Whole School Strategic Approaches

Prevention is better than cure so we be pro-active in raising awareness of bullying, developing the resilience of pupils and promoting the school ethos by:

- Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Actively promote positive role models of behaviour both within school e.g., rewards and in society at large.
- Actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience through RSHE and therapeutic opportunities.
- Helping pupils to develop strategies to combat bullying-type behaviour and provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. To promote these through visible displays around the school (e.g., posters)
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Support pupils to know how to express worries and anxieties about bullying.
- Be clear to all pupils and make them aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- 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 student councils (School Council, Safeguarding Committee).
- Train all staff (including administration staff, lunchtime support staff) to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly
- Support children through the transition process to KS2 to build their confidence, self-esteem and resilience.

Reporting and Recording Bullying

At Charlesworth School we will be vigilant for signs of bullying and always take reports of incidents seriously. Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff and not to try to sort the problem out themselves.

All reported incidents of bullying will be investigated and taken seriously by staff members. If the incident meets the criteria for bullying, it will be recorded on CPOMS as such. The Class teacher of the victim will be responsible for this and will be required to write the report and agree the action in conjunction with the SENCO/ Headteacher. All recorded incidents will be reported to the Governing Body under confidential items.

Strategies to Support Children

Solution-Focused Mediation
Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a solution-focused approach may help:

- The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.

- Each pupil will be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

Group Peer Mediation
There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Support for The Victim
Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged find opportunities to communicate with the teacher that will not be noticed by other pupils e.g., going to the teacher with a piece of work and using this as a reason to speak to the teacher.

Victims need to feel secure in the knowledge that assertive (but not aggressive) behaviour or language and even walking away can be effective ways of dealing with bullying. However, this is often very difficult for the victim to do as bullying aims to remove power from the victim. Therefore, a range of approaches will be used to empower the victim. These may include:

- Regular meetings with an adult to reflect on situations and develop ideas of how to manage them;
- Peer support networks where other pupils will intervene or report to the teacher if an incident of bullying is likely. These pupils will also act as a social network for the victim(s) to ensure that they do not feel left out;
- Therapeutic pastoral support through 'My Time' to improve self-esteem and reflect on how to manage the emotional impact of bullying.

In the case of extended support and monitoring, a Pastoral Support Plan (see Appendices) will be set up to identify key targets, timescales and outcomes of the support process. These will always be agreed with the child to engender their sense of self-efficacy and empowerment.

Support and Challenge for the Perpetrator
The nature of the bullying incident will always determine the sanction implemented. This will always be done in line with the school Policy for Behaviour, Discipline and Well-Being (see school website for downloadable copy).

However, often the child who instigates the bullying has an underlying emotional or social need that drives the behaviour. As an Attachment Aware School, all staff have been trained to identify behaviours that may have underlying emotional needs. It is crucial in the vast majority of cases to support the perpetrator in order to prevent a recurrence of the bullying. This may include:

- Clearly recognising the link between behaviour and consequence
- Supporting their emotional literacy e.g., using the five-point Incredible Scale so they can communicate to adults when for example they are getting angry
- Therapeutic pastoral support through 'My Time' to explore the emotional triggers to behaviour and develop the child's resilience.

Support for the Wider Peers
Sometimes, the impact of bullying can be felt across a peer group and beyond. It is important that any actions planned include the needs of those who are bystanders. This may be done through Circle Time,

PSHE opportunities or addressing individual need by explaining what is happening. The wider impact of bullying on learning always needs to be considered.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The school will also:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Explain to parents/carers who they should contact if they are worried about bullying.
- Explain to parents/carers about the School's complaints procedure and how to use it effectively.
- Explain to parents/carers about where they can 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.
- Support parents to work with the school to role model positive behaviour for pupils, both on and offline.

Involvement of Other Agencies

Where necessary we have and will call on outside resources to support either victim or perpetrator. This will be done with the agreement of the child and parent and may involve agencies such as Behaviour Support Service, Educational Psychology Service or the Local Multi-Agency Team.

Cyberbullying

If there are reasonable grounds to suspect that a pupil is involved in on-line bullying, there is no need to have parental consent to search through any electronic device that has been confiscated by a member of staff.

If the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, should not be deleted prior to giving the device to the police. If they do not suspect the material contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Roles and Responsibilities

Pupils are expected to:
- Know and understand what constitutes bullying;
- Be responsible for their own behaviour;
- Report any incident of bullying that they have experienced or witnessed to an adult;
- Engage in any support strategies put in place to prevent bullying;
- Support the victims of bullying.

Parents and Carers are expected to:
- Support the school ethos and the stance taken against bullying in all forms. They should communicate this to their child appropriately and be role models and lead through example to support the expectations of the school;

- Support their child to adhere to the school's expectations; especially that school will not support retaliation even if parents tell the child to do so and any such action will result in a sanction as outlined in the Behaviour and Well-Being Policy
- Follow the school Complaints procedure if they are unhappy with the management of a specific incidence of bullying;

Members of Staff in school are expected to:
- All staff will support and uphold the policy
- Be good role models in their relationships with other adults and children
- Teachers should ensure that all recorded incidents are reported to the SENDCO/ Headteacher and recorded onto CPOMS
- Teachers should produce and implement Pastoral Support Plans or Behaviour Support Plans as appropriate. These plans need to be evaluated and the outcomes reported to the SENDCO/ Headteacher.

The Headteacher is expected to:
- Implement the school Anti-Bullying Policy (and associated policies);
- Effectively communicate its contents to the school community and monitor that it is applied fairly, consistently and reasonably;
- Monitor and record bullying across the school to inform any review of practice and identify any staff training needs;
- Report any recorded incidents of bullying to the governing body as a confidential item.

Governors are expected to:
- Monitoring and reviewing this policy on an annual basis and following consideration of all new guidance;
- Identified bullying incidents are reported within confidential items at Full Governing Body Meetings
- Appoint a lead governor with a specific responsibility to liaise with the Headteacher and have an awareness of how the policy is implemented and reviewed.

Monitoring and Evaluating

The effectiveness of the policy should be monitored and evaluated based on:

- Parent/Pupil Survey
- Feedback from staff
- Frequency and nature of incidents and the effectiveness of the strategies put in place.
- Case Studies of particular incidents
- School Council meetings

The policy will be reviewed on an annual basis in light of evaluative evidence and recent DfE guidance.

All staff will be informed of the outcome of the annual review.