



**Charlestown**  
Primary School



# Anti Bullying Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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## Introduction

Charlestown Primary is a secure, caring, community where everyone can learn their own self-worth in an atmosphere of tolerance and acceptance, mutual respect and co-operation. We aim as a school to produce a safe and secure environment where all can learn without anxiety. All children are encouraged to be confident, independent learners who respect the needs and values of others as well as being able to contribute positively to the school and the local community.

This policy should be read in conjunction with the school's other safeguarding policies, including: the Behaviour policy, PSHE/RSHE policy, E-safety policy and staff code of conduct.

## Definition of Bullying

The Government defines bullying as:

*'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

The term 'bullying' refers to a range of harmful behaviours, both physical and psychological. It can be face to face, or even online.

Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Charlestown Primary's child friendly definition is based on the **STOP** principal; '**Several Times On Purpose**'

Although one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying thus we endeavour to deal with them following the same guidelines.

## **Types of Bullying**

Bullying may take various forms, including:

### Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)

### Verbal/Psychological

- Threats or taunts
- Shunning/ostracism
- Name calling/verbal abuse
- The refusal to acknowledge the cultural/racial/familiar background of an individual
- The refusal to acknowledge/respect the sexuality or gender identity of an individual
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

### Prejudice-related bullying against protected characteristics (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying.

Further, more specific examples may include:

- Physical, verbal, written, online or text abuse or ridicule based on differences of the protected characteristics that are protected by the Equality Act 2010 (age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation (whether relating to the object of the bullying or relating to a member of their family or a friend))
- Refusal to co-operate with others on the basis of any of the above

- Negative stereotyping on the basis of any of the above
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community
- Refusing to use ones chosen moniker or personal pronoun
- Continued association of a word/ term that is primarily used to connote a minority group with negativity or aggression

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

### Sexual

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution/display of pornographic material, abusive /indecent images aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia). Staff use the 'Bubbles to protect' approach to teach children about respecting theirs and others' personal space. Children learn that the size of their bubbles may be different to their peers and they must understand and accept this with support and guidance.

### Peer-on-Peer (child-on-child)

Peer-on-peer/child-on-child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

### Gifted & Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

### Children with SEND

- The school recognises the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required

The above categories of bullying are not mutually exclusive.

### Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber-bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include:

- Interfering with electronic files
- Abuse online or via other forms of interactive communication (i.e. Text Messages/WhatsApp/TikTok)
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual (including 'up skirting')
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc.
- Asking others to share inappropriate images
- Interfering with e-mail accounts

At Charlestown Primary we aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

The school's E-safety Lead is able to monitor all e-mail accounts and saved files. This allows us to check for inappropriate activity. We filter internet access and websites to which the children can gain access and have an external monitoring system which triggers an alert should anything inappropriate be used within school. We regularly update parents and carers with advice and support on e-safety matters, including hosting events, supporting them with issues they see at home and how to establish settings/controls on the latest technology platforms, to keep children safe away from school.

### The Effects of Bullying

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying always makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bullies themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

### Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it. Our school's Behaviour Policy explains how we promote positive behaviour in school (using our golden rules), to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other. This policy aims 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 opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### Strategies for the Prevention of Bullying

A proactive approach to teaching and learning will help to engage children in learning, build self-esteem and make children part of the school learning team. We shall consider different learning styles and provide a curriculum that aims to be of interest to all pupils. We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others. We raise an awareness of bullying and its effects both on the victim and on the bully through our PSHE and RSHE curriculums, circle time, assemblies, role play, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issues as well as diversity awareness raising work. Through Jigsaw (the scheme to support teaching of RSHE), we teach the notion and understanding of consent, and children learn to understand the impact of sexual harassment and violence at a young age. Children are encouraged to say 'no' to all forms of bullying, unwanted attention from others, and to report any incidents to a member of staff.

Such work must be regularly embedded in the general curriculum, in order that such messages are not forgotten and we do not see a repeat of previously demonstrated behaviours.

By raising awareness, we aim;

- to create a culture where bullying is not accepted and does not happen
- to encourage those who are bullied to tell an appropriate person
- to help individuals cope with bullying
- to help individuals to respond to bullying

All of those strategies which are set out in our Positive Behaviour Policy to promote good behaviour will help to prevent bullying.

Co-operative behaviour is encouraged e.g. through circle time, group work, a strong school identity.

The development of a caring, supportive and trusting relationship between adults and children at Charlestown Primary will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously.

Other people within the school also have an important role to play in the prevention of bullying:

- any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff.
- children will be taught to report and support individuals who may be being bullied.
- our anti-bullying ambassadors (KS2 children) receive training to support these aims and are able to identify potential incidents e.g. by acting as 'buddies' on the playgrounds.
- Play leaders are trained ahead of their final year with us so that as Y6s, they can support younger children in being active in a safe environment.
- relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach such individuals these vital skills. Use of our anti-bullying ambassadors help

children to model positive relationships, in addition to the planned teaching through our RSHE curriculum.

Our Trauma Informed approach ensures that all adults are emotionally available to our children throughout each day, enabling them to speak out about bullying.

We will continually evaluate our provision at breaktime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

### **Circle Time/RSHE and Pastoral Discussions**

Circle time/RSHE and pastoral discussions are an important part of preventing and coping with bullying at Charlestown Primary. This time takes place regularly within classes. It:

- builds teams
- creates a safe place to explore issues of concern
- explores the handling of relationships
- enhances communication, both speaking and listening
- encourages understanding of the views of others
- develops tolerance and understanding
- encourages a problem solving approach to problems
- affirms the strengths and enhances the self-esteem of each member
- supports conflict resolution

### **Reporting and Recording Bullying**

- Children will be made aware that they must report incidents of bullying towards themselves or others to an adult.
- Parents/Carers will be reminded to report any concerns that they have.
- All staff will deal with any bullying on the spot and then refer incidents to the child's class teacher or a member of the school's Senior Leadership Team, as well as recording it on the school's system (MyConcern).



- Reports of bullying among staff should be promptly reported to the Headteacher/Co-headteacher, who will act or offer advice accordingly.
- Children and Parents/Carers will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.
- It is essential that all bullying incidents of a nature aimed against any of the protected characteristics are recorded in writing immediately. A copy of any such report must be given to the Headteacher.
- The Headteacher will ensure that statistics from this Log are reported to Governors each term.

### Responding to Bullying – Children Who Exhibit Bullying Behaviour

If bullying does occur, all children exhibiting such behaviour will be made aware that bullying will not be tolerated. Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions or come across towards a victim as judgemental
- to listen carefully to all accounts (sometimes a written account will be more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and children involved
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- note taking and record keeping where appropriate
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- class discussion in Circle Time (no names)

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement.

Therefore, it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy
- discussion with parents, both to inform parents and to find a way forward together
- involvement of external agencies
- time-out (away from other children)
- fixed-term internal exclusion
- fixed-term external exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'.

We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support all those involved. This should include allowing each child ways in which to adopt a more successful and purposeful role and identity within the school community. (e.g. assigning a 'key' adult – a named member of staff to support them.)

### Responding to Bullying – Supporting children who experience bullying

Children must be made aware that they will be supported and taken seriously if they report bullying. Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self-worth of children at all times.

(e.g. children are taught about healthy relationships within RSHE, rules of games within PE and lunchtime activities etc.)

## **Bullying amongst Staff**

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support the children, if the staff team is not working together. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles.

Bullying among the staff body should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, then formal disciplinary procedures will be put in place.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor. We remind staff to be mindful of our code of conduct policy and the low-level concerns policy.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

## **Roles and Responsibilities**

Adults at school all have a part to play in preventing and responding to bullying. All staff are made aware of this policy through their induction and should subscribe to it. If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher or the Chair of Governors, who will respond. Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together. Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains and sadness.

## **The role of Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our

school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governing body responds to any request from a parent to investigate incidents of bullying in line with the complaints policy. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### The Role of the Headteacher

The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy and ensures that all children know that bullying is wrong and that it is unacceptable behaviour in the school. The Headteacher ensures that all members of staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school bullying is far less likely to be part of their behaviour.

### The Role of Parents/Carers

Parents/Carers who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately. Parents/Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice against one or more of the protected characteristics.

Such groups will also be approached to provide staff training as necessary.

### Bullying Outside of the School Premises

Bullying is not confined to the school premises. It also persists outside school, in the local community on the journey to and from school and online. Charlestown Primary School acknowledges its responsibilities if bullying occurs offsite. The school will investigate all reports of bullying offsite from

other school-aged children. Children will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police/PCSO
- talking to pupils about how to handle bullying outside of the school's premises
- supporting children and families with addressing issues which may have happened off-site and are still having an impact on the child in school
- Reporting to the Child Exploitation and Online Protection agency (CEOP)

### **Implementing the Policy**

The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

### **Monitoring, Evaluating and Reviewing the Policy**

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be by staff through staff questionnaires and by children through the School Council and through discussion.

The policy will be reviewed and if necessary updated annually.

**Charlestown Primary** will follow the following process when incidents of sexual harassment or sexual abuse are reported.



