Charlestown
Primary School

Anti Bullying Policy

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School or Trust Policy	School

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If you would like this information in any other format, please contact us on
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Introduction

Charlestown Primary is a secure, caring, community where everyone can develop an awareness of 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 concern. 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 policy, E-safety policy and staff code of conduct.

Aims and Objectives

We do all we can to prevent bullying at Charlestown Primary School. Our school's Behaviour Policy explains how we promote positive behaviour in school (for example, using our golden rules), to create an environment where pupils behave well; taking responsibility for each other's emotional and social well-being as well as including and supporting each other. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We 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.

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 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 the following examples. The below categories of bullying are not mutually exclusive.

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 following support and training from Gweres Kernow. 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.

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 (e.g. 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. This is shared with the DSL immediately. 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.

Bullying amongst Staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on

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whole- school relationships, morale and productivity as well as the individuals. 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/ Deputy 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.

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 investigates all reports of bullying offsite from other school-aged children. Children are encouraged to tell a trusted adult (e.g. a 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)

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 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 attend

Strategies for the Prevention of Bullying

A proactive approach to teaching and learning will helps to engage children in learning, build self-esteem and make children part of the school learning team. We 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 has a significant impact 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 curriculum, 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

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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

The strategies that are set out in our Positive Behaviour Policy promote good behaviour, preventing bullying.

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

Building Relationships

The development of a caring, supportive and trusting relationship between adults and children at Charlestown Primary helps 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.

All staff and visitors have an important role to play in the prevention of bullying:
- any person may act to prevent situations which they see arising. Staff and visitors are 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.
- Older pupils are trained as play leaders so that they can support younger children in being active in a safe environment.

- relevant access to outside agencies and support is provided where necessary and certain helpline numbers (e.g. Childline) are constantly available throughout the school (e.g. posters, lesson slides, assemblies).

We appreciate that some children find it very difficult to maintain and build appropriate relationships. We endeavour to teach all pupils these vital relationship-building skills.

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

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

Circle Time/PSHE and Pastoral Discussions

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

- helps children to build teams
- creates a safe place to explore issues of concern
- explores the handling of relationships
- enhances communication, both speaking and listening

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- 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 are made aware that they must report incidents of bullying towards themselves or others to an adult.
- Parents/Carers are reminded to report any concerns that they have.
- All staff address any bullying on immediately and then refer incidents to the child's class teacher and/or a member of the school's Senior Leadership Team, as well as recording it on the school's system (Ed:Gen).
- Reports of bullying among staff are promptly reported to the Headteacher/ Deputy Headteacher who will act or offer advice accordingly.
- Children and Parents/Carers are 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 that includes any of the protected characteristics are recorded in writing immediately. A copy of any such report must be given to the Headteacher/ Deputy Headteacher.
- The Headteacher/ Deputy Headteacher will ensure that statistics from this Log are reported to Governors each term
- Bullying is recorded

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. 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 pre-judgement. 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.

Key points in our response to bullying are:
- 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 an 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 are supported to 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)

If bullying persists further strategies are adopted and may include:

- 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 suspension
- fixed-term external suspension
- 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 exhibits 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.)

When considering action to take, and support to offer those children exhibiting anti-bullying behaviours, we refer to Working with Children Who Are Displaying Bullying Behaviours: A Toolkit for Schools And Other Settings from the Anti-Bullying Alliance ensuring consistency and rigour in approach. For example, this flow chart of action outlines the stages of action and support.

Responding to Bullying – Supporting children who experience bullying

Children are made aware that they will be supported and taken seriously if they report bullying. Children are made aware that they do not 'deserve' to be bullied. We endeavour to teach the children a variety of anti-bullying techniques which they can use in situations if required, and to reinforce the individual self-esteem and self-worth of children at all times. (e.g. children are taught about healthy relationships within PSHE, rules of games within PE and lunchtime activities etc.

Anti-Bullying Policy
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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/ Deputy 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/ Deputy 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/ Deputy 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/ Deputy Headteacher

The Headteacher/ Deputy Headteacher reports to the governing body about the effectiveness of the anti-bullying policy and ensures that all children know that bullying is unacceptable and that it is unacceptable behaviour in the school. The Headteacher/ Deputy Headteacher ensures that all members of staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher/ Deputy 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.

Where bullying incidents arise, the Headteacher / Deputy Headteacher investigates incidents rigorously, using Appendix A from [this resource](#) from the Anti-Bulling Alliance to record, and support, them in doing so (see Appendix A).

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.

Implementing the Policy

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

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

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

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 discussion.

The policy will be reviewed and if necessary updated annually.

Charlestown Primary follows this process when incidents of sexual harassment or sexual abuse are

Report of incident received.

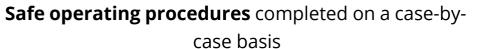**Victim reassured** and kept safe with TED principles applied – contact DSL/SLT

Considerations (DSL/SLT)Nature of incident – The harm caused by the incident (both physical and emotional) – Age of students involved, particularly if the age gap is significant – Development stage of student – Any aspects of coercion – Regularity and repeated incidents – Any relevant context to behaviours – Wishes of victim – Ongoing risk considered via initial specific risk assessment

Manage internally

Refer to Early Help

Refer to Social Care

Refer to Police

Safe operating procedures completed on a case-by-case basis

Risk Assessment updated as necessary

Safeguarding and support child displaying the behaviour and the child who is not. Could result in one or more students being found (temporary) alternative educational placement

Safeguard and support

all involved

Sanctions applied – in accordance with the behaviour policy

Sanctions applied in accordance with behaviour policy

Criminal process ends

13- Conviction or caution - Not guilty - No further action

APPENDIX A

Sample School Bullying Log

This sample log aims to give you advice about the things that should be included in your record of bullying. **You will want to edit and make it work for your school/setting but remember that it is important to record your actions to ensure the safety of pupils, understand levels of bullying amongst young people and to be able to evidence actions taken.**

Member of staff recording:	
Date / time of report:	
Name of target(s) You may also want to record details about the demographic of the target here to allow you to identify any groups which may be more vulnerable e.g. SEN status / race / faith etc.	
What happened? - What type of bullying - Who was involved? - Where did it happen? - When did it happen?	
Was the bullying targeting any aspect of the child's character? E.g. disability, SEN, looked after, young carer, LGBT+, race or faith, appearance, gender/sexism	
How was the target (bullied child) affected at the time? - How did the child feel? - What did they think should happen to make it right? - Were there any injuries (are there photos)? - Later effects	
Who was spoken to and what actions were agreed?	
Did you access any external support? E.g. NHS, police	
Does this constitute a child protection issue? Do you need to record an injury?	
Review box. Regular reviews with dates and agreements.	