Castle View School

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Anti-Bullying Policy

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This policy will be reviewed by:	Full Governing Body

The Castle View School is a Rights Respecting School. Our policy is underpinned by the UNCRC. Article 29 - goals of education:

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment"

Contents

1	**Objectives of this Policy**
2	**Definition of bullying**
3	**Reporting**
4	**School approach to reduce incidents of bullying**
5	**Communication**
6	**Definition and examples of bullying**
7	**Monitoring and Evaluation**
Appendix 1	**School Procedure for dealing with reports of bullying**
Appendix 2	**Example of Student Statement Form**
Appendix 3	**Signs and symptoms of bullying**
Appendix 4	**The law and statutory guidance with respect to bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based • Protected characteristics	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

1. OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have, an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

2. DEFINITION OF BULLYING

The Department for Education (DfE) defines bullying as "Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally".

Bullying will not be tolerated at Castle View School and is seen as the misuse of power. The school community has a duty to protect all its members and provide a safe, healthy environment. The school has a behaviour code based around the UNCRC Rights of the Child and focuses on responsibilities (with every right comes a responsibility) "I have the right to feel safe and protected and the responsibility to look out for others." "I have the right to be myself and a responsibility to accept other people's differences and boundaries". "I have a right to get support and a responsibility to ask for it at the appropriate time". "I have a right to be heard and a responsibility to listen to others".

The school works with the Essex Safeguarding Children's Board personnel to help keep our children safe.

3. REPORTING

While recognising that bullying happens in all schools and within the wider community, parents/carers and students at Castle View School are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per the school procedures set out in Appendix 1 to deal effectively with the victims of, and those responsible for acts of bullying.

Students should report any incidents using our Student Statement Form (Appendix 2). Students will be asked to "sign off" the statement once the incident has been dealt with to ensure they understand the action taken and feel the matter is resolved. If they do not feel it is resolved at this stage, the pastoral team or lead member of staff will meet the student again to discuss ongoing issues.

For incidents which occur outside of school which are believed to be a breach of criminal law (Appendix 4), parents should report to 101. The online form can be found here – https://www.police.uk/pu/contact-the-police/report-a-crime-incident/

We would encourage parents to inform the school and if possible, provide the crime reference/incident number to allow us to monitor in school and support students. Incidents which occur outside of school will be considered in line with our Behaviour Policy to consider if any school action is needed, as per the guidance in Appendix 4.

4. SCHOOL APPROACH TO REDUCE INCIDENTS OF BULLYING

As part of our approach to prevent bullying, education will be provided to all students during their time at The Castle View School and our clear behaviour expectations will be reinforced during lessons and around the school site.

Curriculum opportunities are used to address bullying through:

- The explicit teaching of respect and tolerance in all curriculum areas
- Embracing British Values: *mutual respect, democracy, the rule of law, individual liberty, tolerance of different faiths & beliefs*
- Personal development and RSE lessons *(these are timetabled lessons with a specialist team of teachers)*

• Assemblies *(our assembly programme covers nationally recognised anti-bullying events alongside a repeated reference to respect and tolerance in line with our school values.)*

• Presentations from outside agencies and theatre groups

• Tutor Time activities

Students are encouraged to show kindness through understanding:

- Patience
- Empathy
- Co-operation
- Understanding

The school uses their student leadership team to champion Anti-Bullying and the whole school culture of child-on-child abuse.

Members of the student leadership team (wellbeing leads) will have a focus on championing kindness and tackling bullying or unkindness in all its forms including online. They are proactive in educating and challenging bullying, unkindness, child on child abuse and sexual harassment.

The students support on key dates and present in assemblies to their peers contributing to the PSHE curriculum and special events that give a broad and rich coverage of the topics mentioned.

The Assistant Headteacher for Child Safeguarding, including anti-bullying, monitors the quality of education with regards to anti-bullying via lessons, tutor time and assemblies. They consult with students about our anti-bullying policy regularly. They work alongside the Assistant Headteacher for Behaviour & Attitudes to ensure incidents of bullying are dealt with swiftly. Please see the School Behaviour Policy for further information regarding how the school may sanction bullying.

The school employs Student Support Officers and Heads of Year who are available to speak to students should an incident of bullying occur. Students know where and when they can find their Student Support Officer to report any concerns.

5. COMMUNICATION

The school communicates its stance on bullying to all students and parents via a letter from the Headteacher in the student and parent information throughout the year. This is also shared through social media and the school website.

6. DEFINITION AND EXAMPLES OF BULLYING

The school recognises that there are several forms of bulling and that they can be thought of as bullying if they are done maliciously, deliberately or persistently to hurt or upset or have the effect. There is an understanding of the symptoms of bullying (Appendix 3). This policy follows all statutory guidance in relation to bullying (please refer to Appendix 4).

Bullying encompasses all the following acts. Each of these may be deemed to be serious as a singular event and considered bullying when repeated or a range of actions are combined:

Verbal

- Deliberate, unkind or persistent remarks.
- Racist, sexual or homophobic name calling.
- Being hurtful about appearance.
- Name calling, sarcasm, persistent teasing.

Emotional

- Spreading hurtful rumours.
- Writing or using images/offensive materials.
- Tormenting, humiliating.
- Excluding someone and leaving them out on purpose.

Theft / damage to property:

- Taking someone's items deliberately and breaking it.
- Deliberate damage to property e.g. pencil case, uniform

Physical

- Pinching, punching, pushing, kicking and hitting.
- Any violence that is done on purpose to others

Sexual

- Making sexual comments.
- Inappropriate touching.
- Directing unwanted attention of a sexual nature.

Cyber bulling

- The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Hurtful, harmful messages sent from individuals and groups.

Racist

- A racial taunt, graffiti, gestures
- Making inappropriate comments regarding faiths and beliefs

Homophobic / bi-phobic / transphobic

- Because of, or focusing on the issue of sexuality or identify.

The school closely monitors instances of racism and homophobia. Education is given to students on Protected Characteristics to help limit incidents of this nature.

7. MONITORING AND EVALUATION

- Senior staff will regularly evaluate and update their approach to bullying to take into account the developments in technology.

- E-safety information is shared to ensure parents and students can recognise the signs of bullying on-line (in-line with the school's e-safety policy).

- The school works with CEOPs to ensure procedures for dealing with online bullying are adhered to and are effective.

- The online safeguarding logging system MyConcern is used to log any incidents of bullying which lead to a safeguarding concern and is reviewed by the Designated Safeguarding Leads.

APPENDIX 1

School Procedures

The school recognises that bullying is never acceptable and will follow the procedures as outlined below: -

- Incidents of bullying should be reported immediately to any adult on the staff body who, in turn, will report the matter to the appropriate Head of Year and the Student Support Officer (or other appropriate staff member).

- All students will be listened to, and individual issues understood. The school provides opportunities for students to report bullying so that they are assured that they will be listened to, and the incident acted upon. (see Student Statement Form).

- Staff will take appropriate action on information given. It will be the professional judgement of senior staff to determine the nature of the problem and the appropriate level of response and course of action.

- In most cases, written accounts of the incident will be taken through discreet interviews where necessary and, following investigation, the incident will be dealt with appropriately. The statements written by the students are then reviewed by staff. The statements are collated as and when an incident occurs and are reviewed by the Heads of Year. Witness statements are also gathered to ensure a fair review of a situation. Once an investigation has occurred, relevant sanctions are imposed as per the behaviour policy.

- Incidents of bullying will be recorded on a central log and then updated on SIMS. The data is used for monitoring and evaluation by the pastoral team and is shared with the Governing Body.

- The central bullying log is completely reviewed regularly by the senior pastoral leads, and the overview is presented to the Leadership as required. The bullying log and SIMs is reviewed weekly by Heads of Year to ensure follow-up actions have been noted and reviewed by impact.

A variety of appropriate strategies may be used to deal with reported incidents and deployed in each individual case with advice and by the school's discretion.

- Apology from bully to victim (verbal/written) supported by the Head of Year
- Discussion of victim's own behaviour leading up to the incident.
- Positive steps to be taken with bully to encourage improved behaviour.
- Monitoring of bully after incident to see any repeated behaviour.
- Counselling of victim/bully, reviewed by the targeted services team to ensure impact.
- Parents/carers may be contacted by letter/telephone/invited into school, if appropriate.
- Implement disciplinary sanctions, including detentions/exclusions.
- Record incidents of bullying according to type on SIMS and use this date to monitor incidents of bullying in the school. As patterns emerge from the analysis pastoral programmes are designed to address emerging issues.
- Students who have a perpetrator of bullying may be sanctioned via isolation in the Ocean Suite. They must then spend time on restorative and educational work.
- Use specific organisations and resources for help with particular problems.
- High level intervention and support will be sought to support with emotional effects of bullying – such as EWMHS and the Essex Family Operations.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and when a criminal offence may have been committed.
- Risk assessments may be devised by the Safeguarding team for serious incidents.

APPENDIX 2

Castle View School

Student Incident Form

Staff member giving out statement to complete:

_____

Date and time statement given to student:

_____

Name		Tutor Group		Date written		Time written	

Name(s) of the student(s) incident is about (if applicable):
What date did the incident occur on:
Did the incident occur out of school (please circle ONE): **YES – out of school** **NO – in school**
Who else was there who witnessed the incident? (Names and tutor groups if possible)
Have you spoken to any other adults about this? (If yes please give details)
What happened? (Give as much detail as possible)

Continued …

Has this happened before? (If yes, please give details including any adults you told about this)

Do you consider this incident to be (please tick as appropriate, or tick NONE ☐)

Racist (an incident because of your race) ☐

Homophobic (an incident because of your sexual orientation or gender identity, or what it is presumed to be) ☐

Bullying (repeated incidents which are meant to upset/hurt you) ☐

If yes, have you reported previously? ☐

How could you have behaved differently?

What would you like to happen next?
Student Signature:
THIS IS THE LAST BIT OF THE FORM YOU NEED TO COMPLETE AT THE TIME OF THE INCIDENT.

Self-Reflection Form – Completed **after** a staff member has dealt with the incident

Has the matter been resolved? Please circle ONE:
YES – fully
YES – partly (explain why you think this below and the lead staff member will feedback to you)
NO (explain why you think this below and the lead staff member will feedback to you)
Has anything else happened since this incident you would like to make us aware of:
Upon reflection, how could you have behaved differently?
How do you feel about the incident now?

What would you like to happen next?
Student Signature:

Office Use Only

Statement received by:		Date and time received:	

Comment/Action:

Who has this issue been referred to?	Head/ Assistant Head of Year	Tutor	Subject Teacher	SLT	DOF	DSL	Other
Name/ Initials:							

Comment/Action:

Staff signature:

Action Taken	***Yes***	***Details if needed***
Sanction (log on SIMS)		
Mediation		Date completed:
Parents informed (if not, why not?)		
Other (TST, CPC package, police etc)		

If applicable, has the incident been logged on our bullying/racist or homophobic log? **YES** **NO** **N/A**

If the students felt the incident should be on these logs, please explain why not if you have ticked NO/ N/A

Have you explained this to the student? **YES** **NO** Staff signature:

If the matter relates to safeguarding, is the incident logged on MyConcern, and statement(s) scanned?

YES – logged on MyConcern (Lead DSL if applicable:)

NO – not a safeguarding concern

Upon reflection, did the student report that the matter was resolved? If no, please explain further actions taken:

YES

NO (please give details of additional support provided)

Recorded on SIMS: YES NO (if no, contact member of staff who dealt with incident)

HOY SIGN OFF: ..... DATE: .....

If the statement relates to a safeguarding incident, please ensure the completed reflections have also been logged on the MyConcern incident.

APPENDIX 3

Signs and Symptoms

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes to their usual routine.
- Is unwilling to go to school (school policies).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money to pay bully.
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.

This is not an exhaustive list. These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

APPENDIX 4

The law and statutory guidance with respect to bullying.

The Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies come into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". When this is the case, school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection of Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have committed, they should seek assistance from the Police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town or village centre, cyber bullying or via social networking sites.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Linked Documents:

Behaviour in schools' guidance (publishing.service.gov.uk)

Castle View School - Policies – please refer to the Behaviour Policy