

# CASTLE COURT SCHOOL

# Anti-Bullying Policy

Reviewed: January 2026  
Next review: January 2027  
Paul Dunsford  
Assistant Head (Pastoral)

This policy relates to all departments within the school including our EYFS nursery department.

At Castle Court School our Section Leaders are Miss Thompson (Senior-Yr 7-8), Mrs Munns and Mr Bambrey (Middle- Yr 3-6), and Mr Antell (Pre-Prep- Nursery-Yr 2) who, oversee the day to day running of pastoral concerns within the school and will, in consultation with teachers and form tutors, address any perceived bullying. Mr Dunsford (Assistant Head-Pastoral) remains named as the author of this policy, although day to day management of issues relating to it are delegated to any staff member to whom alleged bullying is reported.

This policy has been developed to embody the best practice embedded in the school in this vital area of pastoral care, having regard to the Department of Education advice to Head teachers, Staff and Governing Bodies entitled *'Preventing and Tackling Bullying'*, (2017).

Castle Court School acknowledges its clear responsibilities in trying to prevent bullying and in needing to respond to it robustly. We do this by encouraging good behaviour amongst our pupils in line with the school's behaviour policy. This anti-bullying policy is therefore to be read in conjunction with the school's published policy on Discipline, Behaviour and Exclusions and Child Protection Policy.docx Both policies are made available to parents, staff and pupils via the school website.

## **Introduction**

As adults, we all have a responsibility to create a secure and safe environment for pupils who are in our care so that parents may send their children to school in the confident knowledge that bullying of any kind will not be tolerated and that their children will be protected from bullies.

## **Roles and responsibilities**

The Assistant Head (Pastoral) and Section Leaders will:

1. develop the policy in-line with locally agreed guidance and nationally approved recommendations.
2. review the progress the school is making in relation to the locally approved anti-bullying agenda.

All adults in our school community will:

1. support children who have experienced bullying.
2. respond appropriately to children who claim to have been bullied and investigate fully.
3. model appropriate, respectful behaviour – between themselves and in relation to children within the school.

Children / young people in our organisation will:

1. embrace a culture that respects difference.
2. support children who have experienced bullying behaviours.
3. model appropriate, respectful behaviour.
4. participate in -

- the development of this policy.
- the implementation of this policy.
- the evaluation of this policy.

Within the school, the Governors are ultimately responsible for overseeing the above, and this policy will therefore be reviewed by them on an annual basis.

### **The aims and objectives**

This policy seeks to develop and maintain:

- a culture of respect where differences are valued.
- a system of support for children / young people who have been bullied.
- a system of clear, fair, and consistent responses to incidences of bullying.

In January 2025 children within our school community were consulted on what they see is the purpose of an Anti-Bullying Policy during their tutor times and CAVE (Character and Values Education) lessons. This was in addition to a whole school focus on this topic during Anti-Bullying week. The following succinctly capture the pupils' views on the purpose of an Anti-Bullying Policy:

“We have this policy, so our school is a respectful place where people don’t get hurt and we try to stop bullies. Everyone has the right to be happy at school. This is used to make sure children learn to do the right thing.” **Year 3**

“We have a policy to help teachers stop bullying and to make sure any bullying is stopped. an anti-bullying policy so students at school don’t get sad and are treated equally.” **Year 4**

“We have an anti-bullying policy so that, if bullying does happen, there’s a way that it can be stopped and not make that person’s life miserable. It means people don’t get hurt mentally or physically. The policy reminds of the ways bullying can happen and how we will deal with it as a school.” **Year 5**

“The purpose of the anti-bullying policy is to stop people from bullying others and to try to help them make friends. It is to protect victims and help them feel safe at school” **Year 6**

“The purpose of having an anti-bullying policy is to stop bullying in school, to make children feel safe and to bring awareness to bullying.” **Year 7**

“An anti-bullying policy is used to inform people about what is happening and how to deal with bullies. So that people are encouraged to speak up should they be feeling bullied” **Year 8**

One way in which the school shows that it is a kind and caring place, where everyone is respected, is to have a policy on anti-bullying. At Castle Court it is the goal of the school to prevent bullying and to respond effectively if it is detected. Although there are very few cases of perceived bullying at Castle Court, we educate the children on the different forms and types of bullying to ensure they are aware of how actions and behaviour can be viewed by others.

## **Defining bullying**

Pupils within the school community were consulted in January 2025 during their tutor times.

“Bullying is being mean by pushing, punching or kicking someone or saying mean words, calling them names, or teasing them to their face or online. It is when someone does it over and over.”

### **Year 3**

“Bullying is when a person is being unkind to another with words or actions. It is a person making another feel bad again and again. The bully might insult someone, look down on them or make them feel their life is worthless. **Year 4**

“Bullying is where someone might threaten someone else, hurt them or say mean things about them. It is doing the same mean thing, repeatedly, online or offline, physically or verbally repeatedly and on purpose. It is ignoring, excluding or isolating someone.” **Year 5**

“Our definition of bullying is when people are repeatedly mean or rude to one another. This kind of bullying can be physical or verbal. Bullying can also occur online and this is called cyber bullying.” **Year 6**

“Bullying is abusing other people consistently, either verbally, physically, mentally or by cyber bullying. It is when there one person or a group who try to have power over another child.”

### **Year 7**

“Bullying is the repeated harming of someone mentally or physically. There are repeated unkind actions towards that person.” **Year 8**

## **What is Bullying?**

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, it may occur directly or through cyber-bullying via text messages, email, social media, or gaming, which can include the misuse of images and video. It is often motivated by prejudice against groups, for example on the grounds of race, religion, culture, gender, sexuality, special educational needs and disability or because a child is adopted or is a carer.

Under the Equality Act 2010, it is against the law to discriminate against anyone because of age, disability, special educational needs, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, culture, sex, gender, homophobia, and sexual orientation. These are called '**protected characteristics**'. As a school we are committed to promoting equality, diversity, and inclusion throughout our school so that everyone feels valued and respected. We view any form of anti-social behaviour that seeks to exploit differences between people's protected characteristics very seriously and take racist and/or homophobic bullying particularly seriously.

Stopping violence and ensuring immediate physical safety is obviously a school's immediate priority but ongoing emotional or cyber bullying can be just as damaging as physical and is taken just as seriously by Castle Court School. Bullying involves **an imbalance of power** between the

perpetrator and the victim. These perpetrators of bullying have 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 involve the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Repeated low-level unkindness and the use of offensive language can have a significant impact. If left unchallenged or dismissed as 'banter' it can also lead to reluctance to report other behaviour. Early intervention is vital to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### **The Seriousness of Bullying**

Bullying and other forms of anti-social behaviour can have extremely serious consequences both for the 'bully' and for the 'victim'. At Castle Court, we do not underestimate this, stressing that some forms of bullying, even at this young age, can be dealt with under criminal laws relating to harassment and threatening behaviour. The effects on the victim can also be extremely serious, resulting in loss of confidence, feelings of isolation and other personal difficulties. As such, bullying in all its forms needs to be prevented before it happens and, where it does happen, dealt with appropriately.

### **Bullying may include:**

- a) Physical – hitting, punching, kicking, pushing, pinching, tripping, strangling, head locking etc.
- b) Verbal – insulting, offensive or threatening words or discriminatory remarks relating to race, religion, culture, gender, body-shape, disability/ special educational need, sexual orientation etc.
- c) Emotional – such as deliberate exclusion from peer groups, hiding or deliberate damaging of property etc.
- d) Sexual – unwanted or inappropriate physical contact, sexualised comments, innuendos or gestures.
- e) Indirect bullying – this may be subtle in nature, for example encouraging others to exclude someone.
- f) Cyber bullying - via email/text/WhatsApp and or social media or networking websites such as Tik Tok or Instagram.

### **Cyber-Bullying**

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 which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Castle Court takes its responsibility to protect children from Cyber-Bullying very seriously and seeks to educate pupils on the dangers of the internet through discrete ICT teaching related to online safety and CAVE (Character and Values

Education) lessons, both of which take place throughout the year. There is also a whole school focus on safe internet usage during the first half of the Spring term each year.

If cyber bullying outside of the school premises/hours is reported to the Castle Court staff, we will work closely with the children involved, and their parents, in responding to the accusation, and fully investigating the circumstances. If the accusation is proven, the school does have the power to discipline pupils where appropriate. All instances of sexting or sharing of inappropriate images must be reported to the Designated Safeguarding Lead (DSL)-Mr Dunsford.

As a school, we seek to embrace modern technology, however we know it has the potential for both positive and harmful outcomes. We therefore aim, through ICT and CAVE lessons, to equip pupils with the knowledge and skills they need to use technology responsibly and to ensure that they are aware of the risks they may be subject to. Further details are available in the school's [esafety policy](#).

### **Potential Bullying Indicators**

Staff should be aware of certain behavioural traits shown by a child which might indicate a bullying problem:

1. repeated minor injury.
2. deterioration in schoolwork or significant changes in behaviour without explanation
3. aggressive behaviour, tantrums.
4. expression of feeling ill in the mornings or frequently complaining of feeling unwell - headaches, tummy aches, odd pains.
5. reluctance to come to school.
6. increasing lack of self-confidence, with gradual withdrawal from school activities.
7. often alone or excluded from friendships groups at school.
8. eating problems/disorders, including over-eating, loss of appetite, bulimia, anorexia.

Staff should be aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. Staff should also be aware that children with special education needs or disabilities may also have difficulty in reporting bullying due to communication difficulties or a lack of understanding that this is taking place.

### **Prevention**

At Castle Court, we take seriously our responsibility to educate pupils to respect each other and to avoid bullying and associated negative behaviours. It is the responsibility of all staff to be alert to the possibility of bullying and to be aware of unhealthy relationships amongst pupils, which might indicate the presence of bullying. In line with the school's supervision policy, staff are particularly aware of the areas around the school where potential bullying and other forms of anti-social behaviour could occur and ensure that adequate supervision is in place accordingly. Our interactive behaviour system, Track It Lights and safeguarding platform, 'My Concern' are used to record on incidents of bullying which further assists this approach.

Ways in which the school educates pupils about bullying and how to prevent it include:

- the CAVE (Character and Values Education) programme (including sessions that focus on respect, mutual respect, character, building positive friendships, anti-bullying, and cyber safety)
- the programme of main and section assemblies across all age groups in the school.
- form teachers and tutors leading whole class discussions on the topic including giving them a voice in this policy.
- regular one to one conversation between tutees and their form tutors.
- use of national anti-bullying week materials throughout the school.
- at all levels, seeking to educate pupils to consider the consequences of their actions on those around them and to promote behaviour that is respectful and positive towards others.
- a Year 8 leadership programme which allows pupils lower down the school to get to know and seek advice from their older peers.
- fostering an ethos of good behaviour through which pupils treat one another and the school staff with respect because they know that this is the right way to behave and brings out the very best in other members of the community. This leads to high levels of respect across the school community, an understanding of the value of education, and a clear understanding of how our actions affect others.
- use of a 'Worry box' (located in Jubilee) to enable pupils to express concerns that they may have about bullying or other issues. The box is opened daily by the Assistant Head (Pastoral). In PrePrep there is a 'Worry monster'.
- creating a pupil friendly anti-bullying policy which is shared with pupils (see appendix 6).

Issues relating to bullying and other forms of anti-social behaviour are regularly discussed and reviewed by the Assistant Head (Pastoral) and the section leaders and brought to the notice of staff through information points at staff meetings and training days.

Our community has a culture that embraces differences and never tolerates bullying. We do this by:

- staff training to enhance colleagues' knowledge and understanding about issues associated with bullying.
- continual curriculum development focusing on issues of equality, diversity and inclusion.
- modelling of appropriate respectful behaviour by all people within the school community and beyond.

Children in our school community were consulted in January 2025, and they said that bullying could be tackled in the following ways:

"It is important to tell a teacher or someone that you trust if it is happening to you. Pupils should stand up for themselves and other people by saying STOP to the bully. We should help anyone being bullied." **Year 3**

“Children need to tell the teachers so they can help and stop the bullying. If we see bullying happening, we should tell someone straight away. It is important to make sure the bullies are helped too so they don’t do it again in the future.” **Year 4**

“We need to make sure the person didn’t do it by accident and that the person understands that they are hurting someone. You should then give the bully a punishment, like a red trackit. We need to talk about the issue, get pupil ideas on how to deal with it and show the bully how it feels to be bullied to help be compassionate.” **Year 5**

“The victim should tell a teacher or someone they trust. Make sure teachers continue to move around the playground at break time because that is where might happen and this way, they can spot it” **Year 6**

“If you feel like you are being bullied you need to speak to a trusted adult. There need to be consequences for mean actions. Give the bully an immediate red (track it) and detention. Parents should be called, and the pupil should take responsibility.” **Year 7**

“We would like to chat it through with someone to feel supported and listened to. We would like a friend of the person who is being picked on to subtly tell a trusted adult so that the bully can be dealt with. That pupil would go and defend them – so children should feel empowered to stand up to a bully. Bullies can be spoken to, and hopefully helped” **Year 8**

### **Responses to Bullying**

At Castle Court School we apply disciplinary measures to pupils who bully to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and the needs of vulnerable pupils.

We also try to consider the motivations behind bullying behaviour and whether it reveals any concerns for their safety or welfare of the pupil instigating the bullying. Where this is the case, the child engaging in these behaviours may need support themselves.

In so doing, we will also:

- **Involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents are encouraged to read the appendix to this policy which outlines advice for parents who think their child may be the victim of bullying. We aim to help parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, thereby reinforcing the value of good behaviour at home.
- **Involve pupils**, so that all pupils might understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- **Involve relevant staff** who are positioned to provide the best care for both the pupil

being bullied and the pupil who is bullying. Where bullying incidents involve pupils with special educational needs and disabilities, the Section Leader will liaise closely with the SENCO to ensure that appropriate support and/or sanctions are put in place.

- **Regularly evaluate** and update our policy and procedures, in liaison with pupils, for example considering developments in technology where there is a need to update 'acceptable use' policies for computers.
- **Implement disciplinary sanctions** in such a way that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- **Openly discuss differences between people that could motivate bullying**, such as religion, race, disability, gender, and sexual orientation in a manner that is appropriate to the age and stage of children in the school. This is done in such a way as to reinforce positive and affirming use of language and to avoid prejudiced terms. This is done through CAVE (Character and Values Education) lessons, tutor times and assemblies.
- **Use specific organisations or resources for help with problems**, drawing on the experience and expertise of anti-bullying organisations (e.g. The Anti-Bullying Alliance) with a proven track record and / or specialised expertise in dealing with certain forms of bullying.
- **Involve specific outside agencies**. In all cases of bullying, cyber-bullying, child on child abuse and bullying outside of school, staff must follow the school's reporting procedures and ensure that Section Leaders, the DSL and the Head are made aware of such incidents. The Head and DSL will decide whether it is appropriate to take the matter further and report the incident to outside agencies such as the police or Local Safeguarding Partners (See Child Protection policy for more details). The DSL will take advice from the Dorset Schools Safeguarding Advisor and/or Local Childrens Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice from the Dorset Schools Safeguarding Advisor and/or Local Childrens Services, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation. Staff should refer to the school's Child Protection policy for further details.
- **Provide effective staff training**, bringing changes to the notice of staff members on an annual basis and updating staff on strategies for both the prevention and dealing with bullying issues through regular pastoral and staff meetings. This helps to build a

community in which all school staff understand the principles and purpose of this policy, its legal responsibilities regarding bullying, how to prevent and resolve problems, and where to seek support. As required, this may include the involvement of outside agencies.

- **Make it easy for pupils to report bullying** so that they are assured that they will be listened to, and incidents acted on. There are Pastoral Team posters around the school which outline the many avenues by which pupils can get help if they are being bullied (or are unhappy for any other reason). Through ICT and CAVE lessons and Internet Awareness Training, pupils are taught that they should feel that they can report cyberbullying, whether to the school or to outside agencies.
- **Create an inclusive environment.** We strive to make this school a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- **Keep effective records.** We make effective use of the school's management information system (SIMS), our behaviour system (Track It Lights) and safeguarding platform (My Concern) to evaluate the effectiveness of the anti-bullying approach adopted within the school and to enable patterns to be identified. This specific role is undertaken by the Assistant Head (Pastoral), with support from the Section Leaders.
- **Celebrate success.** Celebrating success is an important way of creating a positive school ethos around the issue.

### **How to respond to a bullying incident**

1. Pupils are encouraged to speak to their tutor or other trusted adults who will provide a safe environment where a pupil can talk in confidence. Tutors will inform the relevant Section Leader and Assistant Head (Pastoral) whenever a child or parent reports a bullying incident.
2. If a pupil discloses bullying to their parent, they should contact their child's tutor/form teacher in the first instance as highlighted in Appendix #2 of this policy.
3. The member of staff should listen carefully to the child and ask open questions to ascertain the facts.
4. The incident should be investigated thoroughly in liaison with the Section Leader.
5. The member of staff should record the incident in My Concern, making sure they include the pupil who is on the receiving end of this behaviour and the protagonist.
6. Parents will be contacted where bullying has taken place.
7. The Assistant Head (Pastoral) is also likely to be involved and work alongside the Section Leaders to ensure the appropriate response is made.

### **Possible sanctions and courses of action**

Each case of bullying will be different and therefore will require different sanctions and interventions. In making these decisions, members of staff, in liaison with the Assistant Head (Pastoral) and/or Section Leader, may consider any of the following actions:

- Sanctions – giving of a ‘red’ trackit with the pupil receiving a reflection with a Section Leader. If further incidents of bullying against the same child or carried out by the same protagonist occur, that pupil may then receive an after-school detention with a member of the senior leadership team, usually the Assistant Head-Pastoral and thereafter the Head. In repeated/persistent cases, it may be necessary for a pupil to receive an internal exclusion (within school) or in extreme cases, to be excluded externally (either fixed term or permanent).
- Meetings between parents, the Section Leader, Assistant Head (Pastoral) and/or Head which can include discussions about support for the victim, the sanctions being given to the protagonist (if the allegations have been proven) and support that those instigating the bullying need to address and change their behaviour.
- ELSA intervention to provide further support to address issues which may be causing the bullying behaviour.
- Use of restorative justice. This is where the victim is given the opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact of the bullying. Restorative justice is designed to empower the person being bullied and to help those who are bullying to understand the human consequences of their behaviour.

Such sanctions should be undertaken in line with the school’s published policy on ‘Discipline, Behaviour and Exclusions’. Members of staff have a responsibility to log instances of bullying and other anti-social behaviours using Track it Lights and My Concern to enable Section Leaders and the Assistant Head (Pastoral) to spot patterns and target resources.

### **Child Protection**

The Children Act 1989 says 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”. Where a teacher suspects this may be the case, the Designated Safeguarding Lead (Mr Paul Dunsford) will be informed, and a decision made as to whether to refer the matter to local Children’s Services.

### **Evaluation / Review**

At Castle Court, this policy will be reviewed on an annual basis and presented to the Governors for approval. It should be reviewed during the Spring Term each year and presented to the Governors’ Education Committee for scrutiny and adoption.

### **Conclusion**

It is important to remember that most incidences of unkind behaviour, whilst unsavory, should not immediately be classified as ‘bullying’. We encourage parents to trust in our experienced staff and allow them to distinguish between the two. We do always stress to pupils that it is not wrong to tell someone if they feel they are being bullied and that members of staff will listen

and respond appropriately with compassion and empathy.

The school acknowledges its primary responsibility to prevent pupils from being bullied and to protect those pupils who have been. However, it also acknowledges the responsibility to nurture and promote positive behaviour patterns in those who are (or have been) bullies and to support the parents of both the bullies and the bullied throughout.

## **Appendix #1 Implementation of the Anti-Bullying Policy throughout the school**

### **Pre-Prep School – Yrs 1-2 and Reception / Badgers / Badger Cubs**

The Form Teacher and Teaching Assistants work in close proximity to pupils in these year groups and as a result, incidents of unkindness are picked up and dealt with quickly and efficiently. Aspects of respect and kindness are regularly taught as part of Circle Time and the PSHE curriculum as well as being reiterated where needed. Internet Awareness training is delivered to all pupils in Years 1 and 2, to ensure that good foundations are laid for safe internet usage in the future.

The use of My Concern is a crucial tool in recording incidents to enable staff to spot patterns. Early intervention and involvements of parents is key to maintaining a happy and positive working environment within the Pre-Prep and Early Years Department.

### **Prep School – Yrs 3-8**

- a. Posters identifying the Castle Court Pastoral Team around the site to enable pupils to be aware of who to speak to.
- b. Pupil friendly anti-bullying policy shared with pupils.
- c. Focus on bullying during Anti-Bullying Week (November each year): school wide events and promotion of key messages.
- d. Internet safety sessions dealing with the issue of cyber-bullying (part of the PSCE curriculum).
- e. Use of Track it Lights and My Concern to record incidents of anti-social behaviour and bullying to enable staff (primarily the Section Leaders and Assistant Head-Pastoral) to spot patterns – see Appendix 3.

## **Appendix #2 Notes for Parents who suspect their child may be the victim of bullying**

While every effort is made at school to prevent bullying and other forms of anti-social behaviour, it is acknowledged that, at times, children may feel that they are victims of bullying.

At school, all pupils should feel that they have a trusted adult to whom they can talk about their problems, concerns, and worries. We would hope that this would (in the first instance) be their **Tutor** but acknowledge that it may be more appropriate for pupils to seek out the help of other adults within the school community such as Section Leaders, class teachers, the Assistant Head (Pastoral), the medical team and/or ELSA.

**If you feel that your child has not been able to raise their concerns by means of one of the above methods and that you need to do this for them, please do the following:**

- (a) *In the first instance*, contact your child's tutor to raise the matter. They will then likely share this information with the Section Leader, who will set up a meeting to listen to your and your child's concerns.
- (b) If you are not satisfied with the response, contact the Assistant Head (Pastoral) to seek a meeting to discuss the issue further.

**We would strongly advise you not to make direct contact with the parents of the child accused of the bullying as this is not appropriate. Please allow the school to investigate any such instances and to communicate with other parents if required.**

### **Appendix #3 Notes for Staff on Recording Incidents of bullying.**

Track it Lights and My Concern are the school's medium for recording all incidents of anti-social behaviour, including bullying. Mr Dunsford (Assistant Head-Pastoral) is happy to offer help and assistance in showing you how these systems work.

What is recorded:

#### **The Pupil being 'bullied'**

- Staff to log the incident in My Concern as "Bullying. In the "Details of Concern" box, they ensure they give as much information as they can and include any steps they have taken to reassure or help the 'victim' through their experience: further notes/documents (e.g. communication with parents) can be attached to this concern. Parents should be contacted in person or by phone and be regularly kept informed of how the incident is being investigated.

#### **The 'Bully'**

- Log the incident on Track it Lights as bullying. This requires giving the child a 'red' light and filling in of the associated form. The child could receive a reflection with the Section Leader for this although, based on the severity of the bullying or if it is a repeat offence, further sanctions may be given.
- Link the 'bully' to the above My Concern that has been raised.

#### **Appendix #4: Bullying – the legal side.**

In line with the Education and Inspections Act 2006, Castle Court School acknowledges its clear responsibilities to respond to bullying, by encouraging good behaviour and preventing all forms of bullying amongst pupils. This anti-bullying policy is therefore to be read in conjunction with the school's published policy of 'Discipline, Behaviour and Exclusions'; both policies are made available to parents, staff and pupils via the school website.

The school also acknowledges a number of other Acts that have an effect on the management of bullying-related issues, both in and outside school. These include:

#### **The Education (Independent School Standards) regulations 2014**

This states that independent schools should ensure that bullying at school is prevented in so far as is reasonably practicable, by drawing up and implementation of an effective anti-bullying strategy.

#### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED) which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender, and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility, or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have a under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

## **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'. Where this is the case, the 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 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 from 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 been committed, they should seek assistance from the police, seeking advice from the DSL or Head in the first instance. 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.

Appendix #5 Upstanders Pledge

# The UPstander Pledge

I am an UPstander.

I have the power to influence my peers.

I SAY something or DO something when you need help.

I am there for you.

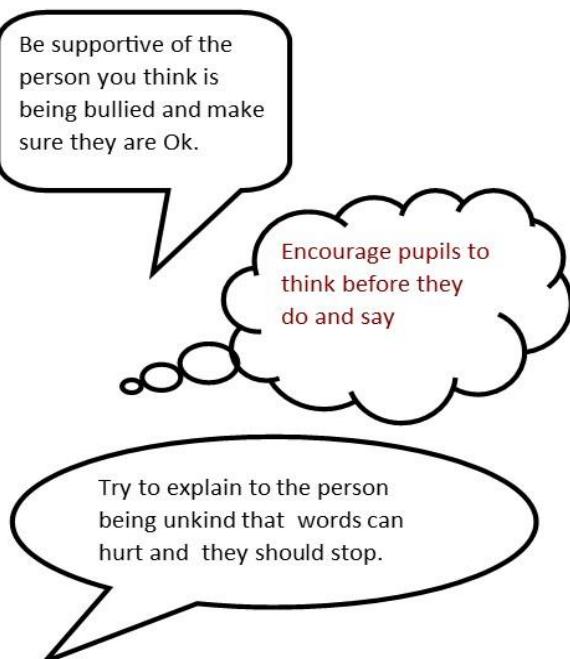
I will help you get the help you need.

You are not alone.

I have your back.



## WHAT SHOULD I DO IF I SEE SOMEONE BEING BULLIED?



If you see bullying happening at Castle Court, be **courageous, compassionate** and **committed** to making Castle Court a place where we all say "NO TO BULLYING"

- Be a friend** - show the person being bullied that you are their friend and they are not alone.
- Be bold and speak out** - tell the bully to stop and give their behaviour a label, for example "That's mean". You might encourage others to be bold next time.
- Speak up - Tell an adult.** This is not "telling tales" or "snitching". You are keeping someone safe and helping Castle Court to be a great place for everyone.

## WHAT DOES THE SCHOOL DO ABOUT BULLYING?

All staff at Castle Court work together to make our school a safe place for everyone.

- Staff are trained to keep growing in their own knowledge and understanding about bullying.
- Staff work with pupils to reward good behaviour and encourage high levels of respect.
- We give our pupils as much opportunity to talk and share their experiences, concerns and questions.

If you tell a member of staff that you are being bullied we will

1. Listen to you.
2. Look into all that you have shared.
3. Tell your parents so they can support



#SPREADKINDNESS



A KIND & CARING SCHOOL COMMUNITY  
WHERE EVERYONE IS WELCOMED AND  
INCLUDED



Information for Castle Court pupils  
Working and learning together to  
SAY NO TO BULLYING

#ANTIBULLYING

# OUR VALUES

In an atmosphere marked by respect and fun, all pupils are encouraged to be:

**Compassionate**

**Curious**

**Creative**

**Courteous**

**Courageous**

**Committed**

**Collaborative**

These "7Cs" are our school values. Our values create a school environment where we are kind, respectful and tolerant of everyone.

**#IAMCCS**

## WHAT IS BULLYING ?

Bullying is when someone does something mean to you

Bullying is repeatedly picking on someone else

Bullying is a physical, mental or verbal way of hurting or excluding others

Bullying could be done physically, mentally or online

Bullying can exclude others because of their religion, beliefs, physique, personality, looks, sexuality or other reasons

**Bullying can take many forms including:**

**Physical:** hitting, kicking, pinching, taking people's belongings

**Verbal:** unkind words, teasing, name -calling.

**Indirect:** spreading mean stories, excluding someone from a game.

**On-Line:** unkind comments on line, on phones text messages, social media or when gaming.

## WHAT SHOULD I DO IF I AM BEING BULLIED ?

If you feel that you are being bullied then you should always tell a trusted adult. This could be your parents or carer, tutor, another teacher or TA or any of the staff at our school.

If you tell someone at school, we will always listen carefully to you so you can share your worries. If you don't want to talk to someone, you can write down what is making you sad and use the "Worry Box" in Jubilee, "Worry Bag" in Purbeck or "Worry Monster" in Pre-Prep.

It might feel difficult to speak up about bullying but it is important to tell a trusted adult so that they can take steps to help you and sort things out.

**#Speakup  
#Endbullying  
#Stopbullyingnow**