



Charlton Park Academy Anti-Bullying Policy

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1. Statement of Intent

Charlton Park Academy believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

Charlton Park Academy (CPA) further believes that all staff are entitled to work in an environment that is safe and supportive and free from bullying or harassment.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, and work ethic aim to promote an inclusive, tolerant and supportive ethos at the school.

Bullying, cyberbullying, harassment, victimisation, and discrimination of students or staff will not be tolerated at our school. We treat all of our students and their parents fairly, and with consideration, and we expect them to respect the staff, the school and each other, in return. All forms of bullying (including cyberbullying, prejudice-based bullying, and discriminatory bullying) are unacceptable at CPA and MTH and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the Behaviour Policy.

Students can be victims of this form of cruelty for a large number of reasons, but often it is because they are perceived to be different in some ways; in terms of racial origin, gender, social class, sexual orientation, learning difficulties, size etc. Young people have a right to not be afraid. CPA and Mulberry Tree House (MTH) staff, Governors and students take the issue very seriously and will do everything in our power to deal with a problem should it ever arise. The ethos of the school is directly related to wellbeing of its pupils. Every child should feel safe in school.

This policy applies to all students at CPA and MTH, whether day or boarding.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behavioural Policy, which is communicated to all students, school staff and parents/carers.

All staff, parents/carers and students work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Charlton Park Academy.

2. Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006 – inc Sections 88-94, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate students' property.
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997

- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- The United Nations Convention on the Rights of the Child (ratified 1991)
- Supporting pupils with medical conditions at school, DfE, 2015
- The Special Educational Needs and Disability (SEND) code of practice, DfE, 2015.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students,

This policy has been written in accordance with DfE advice, including, but not limited to: DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the academy's:

- Behaviour Policy
- E-Safety and Acceptable Use Policy
- Social Media Policy
- Equality and Diversity Policy
- Equal Opportunities Policy
- Disciplinary Policy

3. Definition

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.
- Vulnerable students are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:
 - Students with special educational needs and disabilities.
 - Students who are adopted.
 - Students suffering from a health problem.
 - Students with caring responsibilities.

It is recognised that staff may also be the target of bullying, and this will not be tolerated; any reported incidents will be investigated and if appropriate managed under CPA's Disciplinary Procedure.

4. Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Direct or indirect verbally - Name-calling, sarcasm, spreading rumours, teasing.
- Physically
- Emotionally
- Online (Cyber) - such as through social networking sites, messaging apps or gaming sites
- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

5. Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility 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.
- and foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children, young people, staff or visitors at the school to be breached by failing to take bullying seriously.

The National Association of Head Teachers has guidelines that recommend Principals must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Principal understands that they cannot do this without fully involving their staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

CPA understands that bullying can be so serious that it may cause physical, emotional, and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the school's first priority, however, CPA acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the Behaviour Policy.

Whilst bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, up skirting and to violent and threatening behaviour. Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Students who are victims of bullying will be supported.

Students who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

CPA recognises that pupils with SEND, or certain health conditions can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. We also recognise that certain children may face additional barriers to reporting an incident because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Students who are victims of bullying will always be supported and will be reassured that they will be kept safe. Students who have engaged in bullying behaviour will be subject to appropriate disciplinary sanctions and will also, where possible, be supported in learning different ways of behaving and offered support for their own circumstances, where appropriate.

6. Prevention

The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement (Statement of Intent) which is regularly promoted across the whole school.

All reported or witnessed instances of bullying in the school are dealt with quickly and taken seriously as well as investigated by a member of staff. CPA will never dismiss or downplay bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy. Staff will reassure any victim(s) that they are being taken seriously and that they will be supported and kept safe.

CPA promotes an ethos of good behaviour where students treat each other with respect at all times, inside and outside of school.

All new pupils (including boarders) are briefed thoroughly on the CPA Values (Communicate, Persevere, Achieve), and expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished, will be taken seriously and will be supported.

Staff encourage student co-operation and the development of interpersonal skills through the use of group work, pair work and assemblies. Our Wellbeing, pastoral and safeguarding programmes are structured to give students an awareness of their social and moral responsibilities as they progress through the school. Collectively, they focus on the importance of equality and diversity and students are encouraged to avoid prejudicial and exclusionary language.

Bullying is discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

Seating arrangements in class will be changed and organised in a way that prevents instances of bullying where appropriate.

Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, expressive arts, sporting activities and clubs.

All of our students are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place. They are reassured that they will be taken seriously and will be supported and kept safe.

All boarders know how to report anxieties to the MTH staff or to another member of the pastoral team.

All members of the school community are made aware of the school's Anti-bullying Policy.

All staff members receive training on identifying and dealing with the different types of bullying.

Upon induction, all new members of staff are given training and guidance on the school's anti-bullying policy and on how to react to, and record allegations of bullying at the school (including cyber bullying and prejudice and discriminatory bullying). CPA and MTH will ensure that all staff understand the principles of the school's policy, the school's legal responsibilities, actions to be taken to resolve and prevent incidents of bullying from arising or escalating and also details of sources of further support.

A safe, supervised place is available for students to go to at lunch if they are involved in conflict with their peers or wish to avoid a bully.

Staff will encourage students to discuss any bullying, whether they are victims or have witnessed an incident.

CPA buildings and our boarding facility, MTH, display advice on where students can seek help, including details of confidential help lines and websites where they can connect with external specialists, such as ChildLine, Kidscape, Bullying UK, and the Samaritans;

If staff are made aware of any incidents of bullying during home school transport, they will report this to the Head of School (DSL) who will liaise with SEN transport.

7. Signs of Bullying

Some of the signs that a student may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school.
- Asking to be driven to school.
- Unwillingness to attend school.
- Truancy, frequent absence, erratic attendance or late arrival to class.
- Becoming anxious, becoming withdrawn or unusually quiet or lacking confidence.
- Saying that they feel ill in the morning.
- Decreased involvement in school work - failure to produce work, or producing unusually

- poor work, or work that appears to have been copied, interfered with or spoilt by others.
- Returning home with torn clothes or damaged possessions
- Missing possessions - Books, bags and other belongings suddenly go "missing", or are damaged.
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices.
- Becoming agitated when receiving calls or text messages
- Displaying repressed body language and lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home; difficulty in sleeping or experiencing nightmares.
- Talking of suicide or running away from home or the school.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Students who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

Staff are encouraged to look out for signs of concern from other staff and to report these to a line manager. Anyone raising a concern in good faith will do so under the protection of the Safeguarding Policy.

8. Staff Principles

- Prevention is at the forefront of the school's Anti-Bullying Policy.
- CPA recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and/or certain health conditions and LGBTQ+ pupils. The school will ensure that staff receive appropriate training to be able to understand the specific needs of our students, and to enable all staff to provide an inclusive environment for all students.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying. All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are on Behaviour Watch and those resulting in the imposition of a major sanction recorded also in MyConcern in order that patterns of behaviour can be identified and monitored.
- Unpleasantness from one student towards another is always challenged and never ignored.
- Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect students' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to if the member of staff believes the student is in serious danger, e.g., of

being hurt, they will inform the designated safeguarding lead immediately.

- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Key Roles and Responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to possible bullying of students and to deal with incidents as the highest priority.
- The Principal reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The Principal keeps a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- The Principal arranges appropriate training for staff members.
- Teachers are alert to social dynamics in their class and are available for students who wish to report bullying. They also provide follow-up support and liaison with families if bullying is identified.
- All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- All staff understand the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- All staff have a duty to report any instances of bullying once they have been approached by a student for support.
- We have a strong and experienced pastoral team of Tutors, Pastoral Leaders, Safeguarding team and Wellbeing staff who support the Head of School and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained Counsellors/ Mental Health First Aiders are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to students who can refer themselves to the Counsellors when they have social, emotional, or behavioural concerns. On occasion, a member of our pastoral team may refer a student to the Counsellors as appropriate.
- Staff are always on duty at times when students are not in class and supervise the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour at all times.
- In MTH, there is a strong team of staff who act in loco parentis. Staff are aware that MTH might provide more opportunities for bullying and are therefore always vigilant and alert to signs of issues with or between boarders. The informal house environment is important in reinforcing a student's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual student outside the formal classroom. A member of the MTH staff is always on duty to supervise the students. MTH, as part of CPA, will comply with its obligations as set out in the National Minimum Standards (NMS) at all times.

- CPA has the right, and duty, to investigate incidents of bullying involving our students which take place outside of the school, such as on school visits and trips or online or otherwise and has the right to take disciplinary action in respect of such incidents in accordance with the Behaviour Policy.
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the Safeguarding Policy and discuss their concerns with the Designated Safeguarding Lead (DSL) without delay.
- Parents/carers are advised to inform their child's teacher if they are concerned that their child may be being bullied or be involved in bullying.
- We encourage close contact between the MTH and parents and will always make contact if we are worried about a student's well-being.
- If parents know or suspect that their child, or another student, is being bullied, they should contact the school without delay. All concerns will be taken seriously.
- We welcome feedback from parents on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.
- Students are advised to inform a member of staff if they witness bullying or are a victim of bullying.
- Students are taught not to make counter-threats if they are victims of bullying.
- Students are taught to walk away from any dangerous situations and avoid involving other students in incidents.
- Students are advised to retain all evidence of cyber bullying.

10. Cyber Bullying

- Cyber-bullying can be defined as "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (<http://www.cyber-bullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend himself/ herself. The school acknowledges that cyber-bullying may take place inside school, outside of school and at any time of the day.
- Cyber-bullying could involve communications by various electronic media, including for example:
 - Texts, instant messages or calls on mobile phones.
 - The use of mobile phone camera images to cause distress, fear or humiliation.
 - Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, TikTok, Twitter, or YouTube).
 - Using e-mail to message others in a threatening or abusive manner; or
 - Hijacking/cloning e-mail accounts.
- The school acknowledges that cyber-bullying may take many different forms including: cyber-stalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, up skirting and sexting.
- Examples of cyber-bullying may include:
 - Making nasty calls or sending text messages, instant messages or emails including

anonymous emails, threats, intimidation, and harassment.

- Using electronic media to send homophobic, racist, and sexist messages to another individual or posting any such comment on a social network site;
- Videoing other people being harassed and sending these to other phones or internet sites.
- Taking or sharing humiliating images.
- Sending nasty, threatening or anonymous messages using chatrooms or message boards; making friends under false pretences; groups of people deciding to pick on or ignore individuals.
- Using someone else's account to forward rude or mean emails; forwarding unsuitable content including images or clips or sending computer viruses.
- Making and sending inappropriate content using a webcam.
- Posting nasty comments, humiliating images or video on social networking sites.
- Accessing another person's account details and sending unpleasant messages, deleting information or making private information public.

- CPA has a role to play in teaching students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, CPA has regard to the DfE's non-statutory guidance on Teaching online safety in school (updated June 2019).
- The school has in place a Social Media Policy and an E Safety and Acceptable Use Policy, which outline the school's zero tolerance approach to cyber bullying.
- Charlton Park Academy views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.
- The school will support students who have been victims of cyber bullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with sections 12, 13 and 14 of this policy.
- In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g., mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Principal will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
- Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, up skirting, and sexting. Where the school considers that a reported incident of cyber-bullying may amount to a criminal offence, it will inform the Police.

11. Procedures

- All incidents and actions taken will be recorded on Behaviour Watch. Records will also be kept on files relating to safeguarding where appropriate, in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of this anti-bullying policy.
- Minor incidents are reported to the victim's teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the assistant Principal in writing of the incident and outcome.
- When investigating a bullying incident, the following procedures are adopted:
 - The victim, alleged bully and witnesses are all interviewed separately where possible, support will be provided by staff as appropriate.
 - Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication.
 - If a student is injured, members of staff take the student immediately to the school nurse for a medical opinion on the extent of their injuries.
 - A room is used that allows for privacy during interviews.
 - A witness is used for serious incidents.
 - If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
 - Premature assumptions are not made, as it is important not to be judgemental at this stage.
 - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
 - All concerned students are informed that they must not discuss the interview with other students.
 - Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

- If the Principal is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The Principal informs the student of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.
- If possible, the Principal will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- Parents/carers are informed of bullying incidents and what action is being taken.
- Assistant Principals will monitor the students involved over the next half term.

13. Support

- Teachers will informally check whether the bullying has stopped on a daily basis for a month after the initial complaint of bullying.
- Assistant Principals and Pastoral Leaders will formally check whether the bullying

- has stopped the week after the bullying, and again during the same half term.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim will be encouraged to tell a trusted adult in school if bullying is repeated.
- The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

14. Follow up Support

The progress of both the bully and the victim are monitored by their teacher. One-on-one sessions to discuss how they are progressing may be appropriate. If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

Students who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their teacher or Assistant Principal or a member of staff of their choice.
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers

Students who have been bullied will be assessed on a case-by-case basis and the designated safeguarding lead will, if necessary, refer the victim of bullying to Child and Adolescent Mental Health Services.

In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the school, the Principal and designated safeguarding lead will review the appropriateness of the continued placement with the parents and local authority.

15. Bullying Outside of School

Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff.

The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006

gives the Principal the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

16. Monitoring and Review

This policy is reviewed every two years by the Principal and the designated safeguarding lead, and then approved by the governing body.