



CALDEW SCHOOL Anti-Bullying Policy

*Statutory Policy
Reviewed under SWG Committee
On school website
Reviewed annually
Adopted: January 2026
Next review: January 2027*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Mission Statement

A school achieving outstanding progress and attainment for its students and community.

Purpose of this Policy

This Anti-Bullying Policy supports the achievement of the school's mission by promoting a safe, respectful and inclusive environment where all pupils can learn, develop and thrive free from bullying, harassment and victimisation.

In order to fulfil our mission statement, it is vital that all students feel safe, supported and able to participate fully in school life. The DfE defines bullying as behaviour that is repeated, intended to hurt someone either physically or emotionally, and often involves an imbalance of power. Bullying has a serious and detrimental impact on pupils' mental health, wellbeing, attendance, attainment and personal development, and therefore presents a significant barrier to learning.

Bullying is not the same as occasional falling out between friends, one-off name calling, arguments, or isolated incidents. While these behaviours may still require intervention, they are not classed as bullying unless they are deliberate, repeated, and involve an imbalance of power.

We recognise that bullying can occur between pupils, online (including cyberbullying), and face-to-face, and may be related to protected characteristics, appearance, peer relationships or perceived differences. Through this policy, Caldew School makes explicit its zero-tolerance approach to bullying and its commitment to early intervention, clear reporting routes and effective responses.

This policy sets out how the school prevents bullying, responds promptly and proportionately to incidents, and supports both those who experience bullying and those who display bullying behaviour. The associated procedures clarify the responsibilities of all staff and ensure a consistent whole-school approach, in line with statutory guidance.

This policy is informed by DfE guidance on Preventing and Tackling Bullying, Keeping Children Safe in Education, and should be read alongside the school's Behaviour, Safeguarding and Equality policies. It outlines where the school applies its own guidance to ensure clarity and consistency in day-to-day practice.

Equality Impact Statement

We do all we can to ensure that this policy actively promotes equality and does not discriminate, directly or indirectly. This is achieved through regular monitoring, evaluation and review. As part of this process, the school assesses the impact of the policy on pupils with protected characteristics and consults relevant stakeholders where appropriate. Amendments may be made with the agreement of the Governors following this review.

With particular reference to pupils with special educational needs and/or disabilities (SEND), the school will ensure that reasonable adjustments are made and that staff take account of individual needs, vulnerabilities and communication differences when preventing and responding to bullying.

The application of this policy forms a significant part of the school's response to the Public Sector Equality Duty (Equality Act 2010). In particular, it demonstrates due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between different groups.

This policy seeks to ensure that no pupil or group of pupils is disadvantaged or harmed as a result of bullying linked to protected characteristics, and supports the school in evidencing its compliance with statutory duties.

Principles

The Governing Body believes that pupils learn best in environments where they feel safe, respected and supported. The school is committed to a proactive, whole-school approach to preventing bullying, underpinned by clear expectations, strong relationships and effective safeguarding practice.

All staff and pupils are expected to uphold the following principles.

At all times, the school will act in a way which:

- ensures all pupils feel safe, valued and listened to;
- promotes respectful behaviour and positive relationships;
- makes clear that bullying, harassment and discrimination are unacceptable and will not be tolerated;
- ensures concerns are taken seriously and responded to promptly and effectively;
- provides a learning environment free from fear, intimidation and abuse, including racist, sexist, homophobic, biphobic, transphobic and disability-related bullying;
- prioritises pupils' emotional wellbeing and mental health as a foundation for learning and development;
- ensures staff are vigilant, trained and confident in identifying and addressing bullying;

- encourages pupils to report bullying and supports them to do so safely;
- works in partnership with parents and carers to prevent and address bullying;
- treats all members of the school community with dignity and respect.

We believe that adherence to these principles enables the school to pursue aims fundamental to its ethos, including:

- supporting pupils to achieve their full potential academically and personally;
- promoting high expectations and aspiration for all pupils;
- developing pupils' character, resilience and self-confidence;
- providing a broad and balanced education that supports personal development;
- encouraging tolerance, empathy and understanding of diversity;
- supporting parents' and carers' aspirations for their children's wellbeing, safety and success

We recognise that a whole school approach is necessary to combat bullying. All students, parents and staff should know what the school policy on bullying is and what they should do when an incidence of bullying arises.

All Caldew School staff, students, parents and carers should be aware that bullying exists and share a commitment to combat it to make Caldew School a happier place for everyone. While overall responsibility for implementing this policy rests with the Head. In practice, Deputy Heads, Assistant Heads and Heads of Year will lead anti-bullying practice and procedures, however the responsibility for achieving the desired environment is not only the responsibility of the staff leading on anti-bullying but the responsibility of all members of Caldew School staff. Everyone has a duty of care to observe, monitor and report any behaviour, conversation or action which they suspect may cause a child harm.

All Caldew School staff have a legal obligation through such legislation as 'Keeping Children Safe in Education/Working Together to Safeguard Children' and 'The Equalities Act 2010 (PSED)' to ensure that every action, however apparently small or insignificant is dealt with and reported.



Anti-bullying – The Caldew Way

Unkind

When someone says
or does something
unintentionally,
once

Hurtful

When someone says
or does something
intentionally, once

Bullying

When someone says
or does something
intentionally and
they keep doing it

Everyone has the right to feel safe

Anti Bullying – The Caldew Way

At Caldew to support our students with understanding the definition of Bullying we have introduced the following three terms:

Unkind - When someone says or does something unintentionally, once

Hurtful – When someone says or does something intentionally, once

Bullying - When someone says or does something intentionally and they keep doing it

These have become the standard language used by all staff when discussing behaviour that has caused another student to feel targeted in any way.

This shared language is used with students, parents and carers to ensure consistent understanding.

What is Bullying?

Bullying is a form of anti-social behaviour that Caldew School considers inappropriate and unacceptable in all its forms. Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally.

Bullying can take place between students, between students and staff, parents and staff or between staff.

All are treated in a similar manner and any act that is based upon school acquaintance will be dealt with according to this policy.

It can take many forms, including:

- online-bullying via phone messages, social media or the internet.
- prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability or any other protected characteristic. Bullying can be motivated by actual differences or perceived differences. Bullying can be:
 - Physical e.g., punching, kicking, hitting, spitting at another person.
 - Verbal e.g., name-calling and/or offensive, discriminatory verbal abuse.
 - Exclusion e.g., deliberately excluding a person or encouraging another person to exclude a person from discussions/activities.
 - Damage to property or theft e.g., deliberately damaging someone's or taking personal belongings.
 - Physical or verbal threats might be used to force the person to hand over their property.
- Face-to-face or remote e.g., via the internet or text.
- By someone known to the recipient or an unknown person e.g., an anonymous email.
- Cyber-bullying e.g., communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate

Caldew school's approach to preventing and tackling bullying will follow the Department for Education guidance *Preventing and tackling bullying – Jan 2017* and *Sexual violence and sexual harassment between children in schools and colleges – Dec 2017*

Homophobic Bullying:

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and can be experienced by:

- Students who are or who are thought to be lesbian, gay or bisexual
- Students who are different in some way and who may not act like others
- Students who have gay friends or family or their parents or carers are gay
- Teachers who may or may not be lesbian, gay or bisexual

Caldew staff will also challenge (educate, sanction and record on file) any casual homophobic language used, anyone who makes persistent remarks will be withdrawn from the classroom to complete intervention/educational work and serious sanctions considered.

Sexist, Sexual and Transphobic Bullying:

Sexist bullying is based on sexist attitudes that when expressed demean, intimate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying has a specific sexual dimension or a sexual dynamic and it may be physical, verbal, non-verbal or psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments and sexual reputation, or using sexual language that is designed to subordinate, humiliate, or intimidate.

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable, which relates to their own sense of their gender identity rather than to their biological body. Transphobic bullying is commonly underpinned by sexist attitudes.

Online Safety:

Caldew staff will promote and develop a culture of confident technology users, to support innovation, e-safety, and digital literacy skills. To raise awareness of online safety Academy staff will:

- Ensure our community understand and talk about online safety
- Make reporting online bullying more accessible by providing and publicising different ways of reporting it
- Promoting the positive use of technology including e-safety and digital literacy •
- Evaluate the impact of preventative initiatives by using surveys to collect feedback •
- Stay ahead of the development of AI and its impact on all aspects of school life.

Students must not engage in any online activity that may be construed as bullying or is defamatory to staff, students or members of the community. Students must not act in any way that negatively impacts on the good name and reputation of the school. This applies within school and from any location outside school. Students must follow these rules when posting on social networking sites, sharing videos or images, sending emails, texts, picture messages, instant messages, chat room conversations etc. The school may choose to involve the police in cases of cyber bullying or inappropriate online activities. The passing on of pornographic images, “sexting” is illegal. In all instances, the school will liaise with the Police.

Students must not use their mobile devices to record or share any instances of anti-social behaviour witnessed in school. Students must not create, post or share defamatory videos or online material about students or staff of the school.

Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Caldew School will share information with parents to enable them to have proper oversight of their child's online activity.

Bullying around Race, Religion or Culture:

Caldew School needs to be a tolerant and diverse community where racism and bullying has no place. Every student deserves respect and a safe learning environment whatever their racial or religious background and every student needs to learn that modern British society values diversity and mutual respect.

The law recognises the seriousness of abuse and attacks that are motivated by racism. Our School has a duty of law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with promptly and convincingly when it does.

Child on Child Abuse (Including Sexual Harassment and Sexual Violence)

Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between two or more children under the age of 18 and within children's relationships (both intimate and non-intimate). – *For further details in relation to Child on Child Abuse and the schools policy and procedures please refer to the Safeguarding Policy*

Reporting and Recording Incidents of Bullying

Bullying incidents can be reported in person, via a written statement, via the anti bullying email address: bullying@caldew.cumbria.sch.uk, it can also be reported by parents via phone call, email or face to face meeting.

Incidents are, in the first instance, referred to the student's Form tutor or Head of Year to be investigated, and appropriate action taken with parents (of the Target and the Perpetrator) being informed promptly using usual school procedures.

Students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. All reported incidents of bullying will be recorded (on CPOMS) regardless of the outcome of the investigation, this record will be updated after the investigation.

When a bullying incident has been investigated and there is evidence to support the incident has happened, a notification of the incident is sent to all staff to ensure vigilance.

Supporting Targets:

- Targets will be offered an immediate opportunity to talk about the experience with members of staff
- Targets will be offered the opportunity to be a part of a restorative justice approach with the Perpetrator(s) if they feel comfortable with this;
- The family of the Target will be informed as soon as possible.
- Within two weeks of the initial report there will be a follow up conversation to check on their wellbeing.
- A further follow up conversation will happen after 4 weeks.

Supporting Perpetrator(s):

- Perpetrator(s) will be asked about what happened, predominantly to discover why they became involved in the incident;
- The family of the Perpetrator(s) will be informed as soon as possible;
- Caldew School will continue to work with the Perpetrator(s) in order to re-educate and support them in changing their behaviour in tailored support sessions;
- The support of external agencies will be considered through an Early Help, if appropriate and necessary;
- Perpetrator(s) will be offered the opportunity to be a part of a restorative justice approach with the target(s) if they feel comfortable with this.

An additional log of racist and homophobic incidents will be made and retained, in line with recommended procedures.

Prevention of Bullying

Bullying affects the ability of a student to fully participate in and enjoy educational life and it is both an equal opportunity issue as well as a disciplinary offence, which the Head Teacher, Governors and Caldew staff will do all in their power to resolve. At Caldew School everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the Code of Conduct and key policies such as Behaviour and Safeguarding. The Caldew School Staff Code of Conduct document provides clear expectations for adults in the School too.

In order to further prevent at Caldew School we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against a key value of the school,

Respect. We use a variety of methods to help prevent bullying, including:

- Regularly sharing Caldew's Values and Code of Conduct
- 'Zero Tolerance' approach from the Senior Leadership and Pastoral Team
- Intervention work for students who are repeat offenders
- Mentoring
- Regular Assemblies
- Anti-Bullying week – Assemblies and curriculum delivery
- Display materials around the school (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying

- Parental/Staff/Student surveys
- Regular Staff Training/Focus in Staff and Pastoral Meetings
- External Drama workshops/performances

Conduct outside of the school's gates

Caldew School will follow the Anti- Bullying and Behaviour policy and implement appropriate sanctions in relation to students' conduct outside of the school's gates as indicated below;

- Misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head/Deputy Head Teacher will also consider whether it is appropriate to notify the police or local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. The School reserves the right to consider permanent exclusion from school if persistent or violent instances of bullying happen in or outside of school.

Relationship to other school policies

The Anti Bullying Policy must be read in the context of other relevant school policies including the Student Behaviour Policy and Safeguarding Policy.

Miscellaneous

- 1) Appropriate resources will be made available within the limits of the school budget to support the Anti Bullying Culture
- 2) This will include opportunities for high quality training in all aspects of Anti Bullying for all staff employed by the school, for whom it is relevant.
- 3) We will work closely with all relevant and appropriate external agencies to ensure that their expertise is harnessed to promoting good and countering poor behaviour.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Student Welfare and Guidance Committee.
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy will be reviewed annually and amended in the light of such evaluation and in consultation with representatives of all key stakeholders