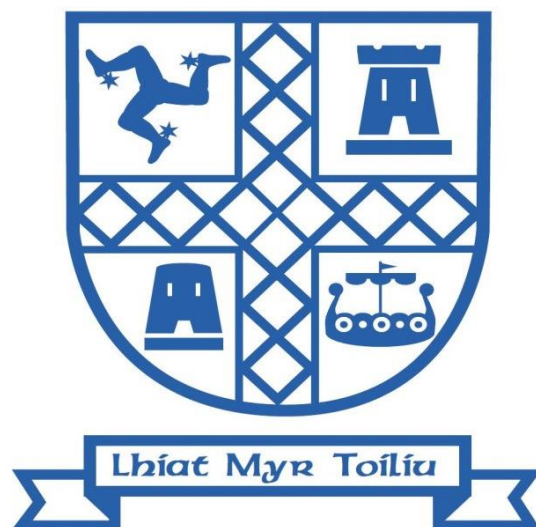




Castle Rushen High School

Anti-Bullying Policy

This policy should be read in conjunction with:

- CRHS Behaviour Policy
- CRHS Safeguarding and Child Protection Policy
- CRHS Inclusion Policy
- DESC Suspension Policy
- Isle of Man Education Act 2001
- Isle of Man Safeguarding Act 2018
- Isle of Man Equality Act 2017

Latest policy Review:	September 2026			
Person(s) Responsible for review:	K Winstanley/G Deakin			
Policy communicated to staff via:	Email	INSET	Staff Briefing	Other



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1. Introduction

Castle Rushen High School is committed to creating and sustaining a secure, welcoming, and inclusive atmosphere for every student, staff member, and parent/carer. We promote an environment characterised by tolerance and respect, ensuring that every student feels safe and free from any form of bullying.

2. Policy Aims

The aim of this policy is to prevent and deal with any behaviour defined as bullying and to promote an ethos where bullying is regarded as unacceptable. The actions detailed in this policy are designed to support our whole school community in creating a safe environment where everyone can teach, learn, and work.

3. What is Bullying

In line with all DESC establishments, Castle Rushen High School uses the Anti-Bullying Alliance's official definition of bullying:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

Bullying is an intentional misuse of power. Often rooted in prejudice, it can target individuals or groups based on gender, sexuality, race, faith, ability, or family background, leaving victims feeling powerless. The impacts of bullying can have immediate, medium, and long-term repercussions on all involved.

4. Types of Bullying Behaviour

We will challenge all forms of bullying. We do not accept 'banter' as an excuse for hurtful language. Bullying can be:

- **Verbal:** Name-calling, sarcasm, spreading rumours, teasing.
- **Emotional/Psychological:** Being unfriendly, deliberate exclusion, tormenting behaviour, non-verbal intimidation (e.g., looks, gestures).
- **Physical:** Pushing, kicking, hitting, punching, or any use of violence or threats.
- **Cyberbullying:** Abusive texts, emails, or social media posts; sharing offensive images; spreading rumours online. This will be addressed by the school if it impacts the school community.
- **Racist:** Taunts, graffiti, or remarks related to ethnic origin, nationality, race, or colour.
- **Sexual:** Unwanted physical contact, sexually abusive comments, or sharing explicit images.
- **Homophobic, Biphobic, or Transphobic:** Bullying based on someone's actual or perceived sexual orientation or gender identity.
- **Disability-based:** Bullying focused on a person's disability, learning need, or health condition.



5. What Bullying Is Not

It is important to distinguish bullying from other conflicts. The following are not typically considered bullying:

- Falling out with friends.
- A single argument between people of equal power.
- Occasional teasing that is not part of a repeated pattern.
- Boisterous but non-malicious behaviour.

6. Preventing Bullying

At Castle Rushen High School, we believe prevention is better than cure. We address this by raising awareness in a number of ways:

- **Curriculum:** Using PSHE, Life Skills lessons, and tutor time to develop strong anti-bullying messages and build empathy.
- **Assemblies:** Regularly reinforcing the school's anti-bullying policy and the actions we take to prevent bullying.
- **Anti-Bullying Week:** Using the national event in November to raise the profile of the issue.
- **Visible Supervision:** Ensuring duty arrangements cover vulnerable times like lunch, break, and the start/end of the day.
- **Staff Awareness:** Making all staff aware of this policy through INSET, briefings, and email.
- **Student Voice:** Providing students with the opportunity to contribute to our anti-bullying approach through the School Council.

7. Reporting & Responding to Bullying

How to Report Bullying:

Students: Report any incident to your Form Tutor or any trusted member of staff. This is the first and most important step to making it stop.

Parents/Carers: If you suspect your child is being bullied, please contact their Form Tutor to discuss your concerns in the first instance.

Staff: All staff must log any bullying concerns on the CPOMS system

Our Response Process:

When bullying is reported, the incident will be handled with care and addressed on a case-by-case basis.

We follow a three-step process:

1. Secure the Safety of the Target:

- Our first priority is to ensure the student is and feels safe.
- Any incident may be elevated to a safeguarding concern and immediately passed to the school's Safeguarding Team.
- We listen to the victim to understand what has happened and what support they need.

2. Take Actions to Stop the Bullying:

- The incident is investigated thoroughly by the appropriate staff (e.g., Form Tutor, Head of Year, Leadership Team).
- We make the perpetrator aware of the hurt their actions have caused.
- Sanctions are applied in line with the school's Behavioural System. These may include a Sanction, a removal, a period of internal isolation, or in extreme cases, suspension.
- We will contact the parents/carers of those involved.



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- Where appropriate, we will use restorative approaches to repair harm and help perpetrators change their behaviour.
- 3. Whole School Learning and Follow-Up:**
- The situation is monitored via CPOMS reports to ensure there are no repeated incidents.
 - Supportive steps are put in place for all students involved (see Appendix 1).
 - We analyse incident data to identify patterns and inform our future prevention strategies

8. Recording & Monitoring

All incidents of bullying **must be recorded on CPOMS**. To ensure compliance with DESC guidance, the CPOMS log must be detailed and contain the key information outlined in **Appendix 2** of this policy. This allows the Leadership Team to effectively monitor trends and the wellbeing of our students.



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Appendix 1: Supportive Steps Taken by the School

This appendix provides a menu of support available at CRHS

The school offers a range of support tailored to the needs of the student:

Pastoral Monitoring: The Form Tutor and Head of Year will monitor the situation and provide ongoing support.

Listening Service: Students can be referred for additional emotional support or to help resolve issues.

Mediation: Where appropriate, restorative mediation between students may be offered.

Targeted Programmes: Students persistently affected may be offered the opportunity to join resilience and self-esteem building programmes.

External Agencies: Where there are significant welfare concerns, we may seek assistance from agencies such as CAMHS or Isle Listen through talk referrals.

Support for Perpetrators: Students who bully will be supported to modify their behaviour through sanctions, restorative conversations, and access to the support structures above.



Appendix 2: Bullying Record Information (For CPOMS Entry)

(This appendix outlines the data that must be captured in the school's digital CPOMS log)

The following information must be included in the CPOMS log for any bullying incident:

Field	Information to be Included
Individuals Involved	Names and tutor groups of the victim(s) and alleged aggressor(s).
Reporting Person	Name of the person who reported the incident (if different from the victim).
Incident Details	Date, time, and specific location of the incident(s).
Safeguarding Concern?	Clear statement: Yes / No . (If Yes, the Safeguarding Team must be actioned on the log immediately).
Description of Incident	A detailed, factual account of what happened, including direct quotes where possible. Names of any witnesses.
Type of Bullying	Select from: Verbal / Physical / Emotional / Cyber / Other.
Characteristics	Tick all that apply in the CPOMS entry: ☐ Racist ☐ Homophobic/Biphobic ☐ Transphobic ☐ Sexual ☐ Disability-based ☐ Appearance-targeted ☐ Other.
Action Taken & Rationale	Detail all actions taken (e.g., investigation, parental contact, Stage 4/5 sanction, restorative meeting). Crucially, explain the rationale for the chosen actions.
Follow-up Plan	State the plan for monitoring (e.g., "Check-in with student in 1 week," "Review on weekly CPOMS report")