



Antibullying policy

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Chartwell International School

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Values and principles

Chartwell International School is committed to ensuring that all students and staff are able to learn and work in a supportive, caring, respectful and safe environment free from bullying. Bullying is a harmful behaviour that negatively impacts those who experience it, those who engage in it, and those who witness it. It is contrary to our values and will not be tolerated at Chartwell.

We believe that every member of our community has the right to feel safe, valued and respected. Through a proactive approach that includes wellbeing education, restorative practices, safeguarding, and positive behaviour support, we strive to foster a culture of kindness, empathy and mutual respect.

If bullying does occur, students should feel confident in reporting their concerns, knowing that incidents will be taken seriously, investigated appropriately, and addressed promptly. Where additional support is required, the school may seek guidance from external professionals or agencies.

Aims and objectives of the policy

Aim is to:

- Increase awareness of bullying and encourage students to report concerns or seek support.
- Provide protection, support and reassurance for students affected by bullying.
- Promote positive relationships based on respect, empathy and inclusion.
- Develop students' confidence, resilience and social-emotional skills through initiatives such as SEE Learning, Personal Development lessons and wellbeing programmes.
- Support students in understanding the impact of their actions and taking responsibility for their behaviour.
- Promote a positive anti-bullying culture across the entire school community.

What is bullying?

Chartwell International School defines bullying as:

"Behaviour by an individual or group that intentionally causes physical, emotional, social, or psychological harm to another person. Bullying is usually repeated over time, but can also occur as a serious one-off incident where there is a significant imbalance of power."

Such behaviour may constitute bullying when:

- It is repeated, persistent, or likely to be repeated.
- It is intentional and designed to cause harm, distress, fear, humiliation, or exclusion.
- It is carried out by an individual or group.
- There is a real or perceived imbalance of power, leaving the targeted person feeling vulnerable, powerless, or unable to defend themselves.

The Chartwell community recognises that bullying can have a significant impact on a student's wellbeing, self-esteem, confidence, relationships, and ability to learn. In some cases, the effects may be long-lasting and can affect a young person's emotional development, sense of belonging, and ability to reach their full potential both in school and beyond.

Bullying is therefore taken seriously and will be addressed promptly, fairly, and appropriately in accordance with this policy.

Bullying and Conflict

Not all disagreements, friendship difficulties, arguments, or incidents of unkind behaviour constitute bullying.

Conflict is a normal part of growing up and often occurs between individuals of similar power or influence. These situations may involve disagreement, misunderstandings, or poor choices by one or more students, but they do not necessarily involve an intention to repeatedly cause harm.

Bullying differs from conflict because it involves intentional harm, a pattern of behaviour or serious incident, and an imbalance of power that makes it difficult for the targeted person to defend themselves.

When concerns are reported, the school will carefully assess the circumstances to determine whether the situation constitutes bullying, peer conflict, inappropriate behaviour, or another wellbeing or safeguarding concern. Regardless of the classification, all concerns will be addressed appropriately to support student wellbeing and maintain a positive school environment.

Specific types of bullying

Bullying can take many forms and may occur in person, online, or through a combination of both.

Physical Bullying

Physically harmful behaviour such as pushing, kicking, hitting, pinching, damaging belongings, or any other form of physical intimidation or aggression.

Emotional and Social Bullying

Behaviour intended to cause emotional harm or social exclusion, including spreading rumours, excluding others from groups or activities, manipulation of friendships, humiliation, intimidation, or encouraging others to reject or isolate a student.

Bullying may also include:

- **Verbal Bullying:** Name-calling, insults, sarcasm, threats, persistent teasing, offensive comments, or hurtful messages communicated in person or through digital platforms.
- **Emotional Bullying:** Deliberately causing distress through humiliation, ridicule, intimidation, exclusion, or manipulation.
- **Discriminatory Bullying:** Bullying related to a person's race, ethnicity, nationality, culture, religion, language, gender, disability, neurodiversity, physical appearance, family circumstances, sexual orientation, gender identity, or any other personal characteristic.
- **Sexual Bullying:** Unwanted comments, gestures, jokes, physical contact, or behaviour of a sexual nature that causes discomfort, humiliation, or distress.

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- Cyberbullying: Bullying through digital technologies, including social media, messaging platforms, online gaming, email, websites, photographs, videos, or other forms of electronic communication.
- Extortion: Taking or demanding money, possessions, favours, or other items through intimidation, threats, or coercion.
- Theft: Stealing or deliberately taking another person's belongings as part of a pattern of intimidation or bullying behaviour.
- Blackmail: Using threats, secrets, images, information, or other forms of pressure to control, manipulate, or intimidate another person.

These examples are not exhaustive, and the school recognises that bullying can take many forms. Any behaviour that intentionally causes harm, fear, humiliation, exclusion, or distress will be taken seriously and addressed appropriately.

Signs and symptoms

A student may indicate through their behaviour, emotions, wellbeing, or physical presentation that they are experiencing bullying. All staff and parents should be aware of possible warning signs and seek further support or guidance if they have concerns.

A student who is being bullied may:

- Become reluctant or anxious about attending school or participating in school activities.
- Frequently ask to be driven to school or avoid travelling independently.
- Change their usual routines or friendship groups.
- Become withdrawn, anxious, upset, or appear to have reduced confidence or self-esteem.
- Display sudden changes in mood, behaviour, or emotional wellbeing.
- Experience sleep difficulties, nightmares, or changes in sleeping patterns.
- Report frequent headaches, stomach aches, or other unexplained physical symptoms.
- Show a decline in academic performance, concentration, or engagement with learning.
- Arrive home with damaged clothing, books, belongings, or school materials.
- Report that possessions have been lost, damaged, hidden, or stolen.
- Frequently ask for money or appear concerned about money or personal belongings.
- Have unexplained cuts, bruises, or injuries.
- Become aggressive, disruptive, unusually emotional, or distressed.
- Be unwilling or unable to explain changes in behaviour or circumstances.
- Show signs of anxiety when using technology, receiving messages, or engaging online.
- Experience changes in eating habits or appetite.
- Demonstrate signs of social isolation, exclusion, or reluctance to spend time with peers.

These signs and behaviours do not necessarily mean that a student is being bullied, as they may be linked to other emotional, social, or wellbeing concerns. However, bullying should be considered as a possible factor and concerns should be explored appropriately.

This list is not exhaustive, and any significant change in a student's behaviour, wellbeing, relationships, or engagement may warrant further attention and support.

Prevention

Prevention is the most effective approach to addressing bullying and creating a positive school culture. At Chartwell International School, bullying prevention is embedded within our daily practice, curriculum, safeguarding procedures, and wellbeing programmes.

This will be addressed in a variety of ways:

- At the whole-school level, school leadership will regularly reinforce the school's commitment to respect, inclusion, wellbeing, and anti-bullying through assemblies, campaigns, school events, and community initiatives.
- Assemblies, classroom discussions, and wellbeing activities will encourage students to recognise the impact of bullying, develop empathy, and understand their responsibility to support others and report concerns rather than remain passive bystanders.
- At classroom level, bullying prevention will be addressed through Personal Development (PD), PSHE, SEE Learning, digital citizenship, safeguarding education, and other age-appropriate wellbeing initiatives.
- Chartwell recognises that students may be more vulnerable during breaks, lunch times, transitions between activities, school events, and online interactions. Appropriate supervision and staff presence will be maintained to promote safety and positive relationships.
- Students will be encouraged to value diversity, inclusion, and mutual respect. Stereotypes, discrimination, prejudice, and inappropriate language relating to race, nationality, culture, religion, disability, neurodiversity, gender, sexual orientation, or any other personal characteristic will be challenged and addressed.
- Online safety and responsible technology use will be regularly taught and reinforced. Students will be supported in understanding respectful online behaviour, cyberbullying risks, digital citizenship, and how to seek help if concerns arise.
- Parents and guardians will be supported through communication, guidance, workshops, and information sharing to help promote positive relationships, digital safety, and bullying prevention both at school and at home.

Through a proactive, restorative, and educational approach, Chartwell seeks to create a culture in which all students feel safe, valued, respected, and able to thrive.

Parental involvement

Chartwell International School is committed to working in partnership with parents and guardians and believes that the best outcomes are achieved when families and school staff work together to support students and address concerns promptly and constructively.

The school recognises the important role parents play in promoting respectful relationships, positive behaviour, and student wellbeing. Parents will be supported and encouraged to work collaboratively with the school whenever concerns relating to bullying arise, whether their child is affected by bullying or has engaged in bullying behaviour.

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Parents who believe their child may be experiencing bullying should share their concerns with the school as soon as possible. All concerns will be taken seriously, investigated appropriately, and managed in accordance with this policy.

Parents are encouraged to contact the relevant class teacher, Head of Campus, or a member of the Safeguarding Team if they have concerns relating to bullying, student wellbeing, or peer relationships. The school will maintain appropriate communication with families throughout the process while respecting the confidentiality and privacy of all students involved.

The school also encourages parents to reinforce positive behaviour, empathy, respect, responsible technology use, and the values promoted by the school at home.

Through open communication and partnership, we aim to ensure that students feel safe, supported, and empowered to seek help when needed.

Implementation of the policy

All staff involved in the teaching, supervision, and support of students share responsibility for preventing, identifying, and responding to bullying behaviour.

Any member of staff who becomes aware of a bullying concern should take it seriously, provide appropriate support to the students involved, and ensure that the concern is reported and documented in accordance with school procedures.

All bullying concerns should be recorded using the appropriate school reporting process, including the Safeguarding Concern Reporting Form where required, and shared with the relevant Head of Campus, Designated Safeguarding Lead (DSL), or member of the Safeguarding Team for review and follow-up.

The school will seek to ensure that students affected by bullying receive appropriate support, guidance, and protection, while students responsible for bullying behaviour are helped to understand the impact of their actions, take responsibility, and make positive changes through restorative and educational approaches where appropriate.

All students should know that bullying concerns can be reported to any trusted member of staff and that concerns will be taken seriously, investigated appropriately, and addressed in a timely manner.

The school encourages all members of the community to speak up when concerns arise and recognises that early reporting is one of the most effective ways of preventing bullying from escalating.

Incident management

The school will take all reports of bullying seriously and will respond promptly, fairly, and appropriately to concerns raised by students, parents, or staff members.

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Students are encouraged to report bullying concerns to any trusted member of staff. Any staff member who receives information, either directly or indirectly, that a student may be experiencing bullying should take the concern seriously and ensure it is reported and documented in accordance with school procedures.

The relevant Head of Campus and, where appropriate, the Wellbeing Team or Designated Safeguarding Lead (DSL), should be informed of alleged bullying incidents. Concerns should be recorded using the appropriate school reporting process, including the Safeguarding Concern Reporting Form where required.

The school will investigate concerns in a timely and proportionate manner and determine the most appropriate course of action based on the circumstances of each case.

The school will offer a proactive, supportive, and student-centred response to students affected by bullying. The exact nature of the response will depend on the individual circumstances and may include:

- Immediate action to stop the behaviour and ensure student safety.
- Positive reinforcement that reporting concerns was the right thing to do.
- Reassurance and emotional support.
- Strategies to prevent further incidents.
- Guidance and wellbeing support.
- Increased supervision or monitoring where appropriate.
- Parent communication and involvement.
- Restorative conversations or restorative practices where appropriate.
- Individual support plans or follow-up measures.
- Referral to additional internal or external support when required.

Students who engage in bullying behaviour will also be supported in understanding the impact of their actions, taking responsibility, repairing relationships where appropriate, and developing more positive behaviours.

Following the resolution of an incident, the relevant staff members will continue to monitor the wellbeing and interactions of the students involved and provide ongoing support as necessary.

Where appropriate, the school will seek to use restorative practices to help students reflect on the impact of their actions, repair harm, rebuild relationships, and develop the social and emotional skills necessary to make more positive choices in the future. Restorative approaches will only be used when they are considered safe, appropriate, and in the best interests of all students involved.

For students involved in bullying incidents

Chartwell International School takes bullying behaviour seriously and adopts a supportive, restorative, and educational approach when responding to incidents. The school seeks not only to stop the behaviour but also to help students understand the impact of their actions, repair relationships where appropriate, and develop more positive ways of interacting with others.

Responses to bullying incidents will be proportionate to the nature, severity, frequency, and impact of the behaviour. Where necessary, disciplinary measures may be applied in accordance with the school's

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Behaviour Policy and Student Behaviour Handbook. These may include restorative actions, loss of privileges, detention, behaviour monitoring, suspension, or, in exceptional circumstances, withdrawal from the school.

Students who engage in bullying behaviour may also require guidance, support, or intervention to address underlying social, emotional, behavioural, or wellbeing needs. Support may be provided through class teachers, Heads of Campus, the Wellbeing Team, or other appropriate professionals.

The school recognises that some bullying incidents may constitute child-on-child abuse and therefore represent a safeguarding concern. This may include serious physical aggression, emotional abuse, sexual harassment, sexual violence, harmful sexual behaviour, discriminatory behaviour, coercion, intimidation, or other conduct that places a student at risk of harm.

Where a bullying concern also raises safeguarding concerns, the matter will be referred immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's Safeguarding and Child Protection Policy.

The wellbeing, safety, and dignity of all students involved will remain central to the school's response throughout the process.

Monitoring arrangements

This policy will be reviewed annually and updated as necessary by the School Leadership Team and the Designated Safeguarding Lead (DSL) to ensure that it remains effective, reflects current school practice, and aligns with relevant safeguarding, wellbeing, and educational guidance.

The school will regularly review bullying concerns, behavioural trends, student wellbeing data, and feedback from students, staff, parents, and relevant professionals to inform ongoing improvements to policy, procedures, and preventative practices.

Chartwell International School is committed to maintaining a culture of continuous improvement and ensuring that all members of the school community feel safe, respected, and supported.