



## **CAST Angling Project – Anti-Bullying and Child-on-Child Abuse Policy**

Reviewed on 19<sup>th</sup> August 2025  
To be reviewed on 18<sup>th</sup> August 2026

### **Contents**

- Policy Statement
- Purpose of the Policy
- Defining Bullying
- Child-on-Child Abuse
- Specific Examples of Bullying
  - Racist Bullying
  - Sexual Bullying
  - Sexual Orientation
  - SEN/or Disabilities
  - Cyberbullying
- Strategies for Dealing with Bullying Incidents
- Guidance for Students
- Guidance for Parents/Carers

### **Policy Statement**

CAST Angling Project is committed to providing a caring, supportive, and safe environment for all our pupils and staff team. We aim to give all students the opportunity to learn and to develop as caring, confident, and maturing young people.

This policy has been written in line with

**Guidance for Schools on Preventing and Responding to Bullying.**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**Keeping Children Safe in Education (KCSIE) 2025**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Purpose of the Policy**

The purpose of the CAST Anti-Bullying Policy is:

- To create and maintain a positive ethos for all members of the CAST Angling Project.
- To clarify that all forms of bullying are unacceptable.
- To effectively handle all bullying incidents and ensure that all staff members at CAST feel responsible for combatting bullying.
- To support and protect the victims of bullying, ensuring that they are listened to.



- To help and support bullying perpetrators to change their attitudes and behaviours, as well as understanding the reasons for the change. Some pupils may have been excluded from school due to bullying behaviour, and as such their needs should also be recognised and addressed.
- To educate and incorporate E-Safety training within students and members of staff.

### **Defining Bullying**

Bullying can be described as “hurtful behaviour that is repeated often, over a period of time or on isolated occasions, where someone intimidates or harasses another person”.

Within CAST, we recognise that many of our learners are likely to exhibit a range of temporally aggressive behaviours, however such outbursts may not be classified as bullying behaviour (as described above).

The forms of bullying that all CAST staff aim to recognise include, but are not limited to:

- Name-calling.
- Targeted comments regarding family and friends with an intention to cause pain.
- Cyberbullying – the use of social media to cause harm. This can also occur through text messages, emails, etc.
- Continual/consistent teasing.
- Physical abuse – such as hitting, pushing, pinching, kicking, etc.
- Having personal possessions taken or damaged.
- Being regularly ignored, isolated, and excluded.
- Being attacked, in any way, due to religion, gender, sexuality, disability, appearance, and/or racial or ethnic origin.
- Being forced to hand over money or possessions.

### **Child-on-Child Abuse**

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks



- to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- initiation/hazing type violence and rituals

At CAST we believe that all children have a right to attend education and learn in a safe environment. Children should be free from harm by adults and other students in the education environment. We recognise that some students will sometimes negatively affect the learning and wellbeing of others, their behaviour will be dealt with under the project's Behaviour Policy.

Occasionally, allegations may be made against students by others in the project, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Where this is the case, we will follow the processes set out in the policy above. In addition, we will be mindful of the fact that the student against whom the allegation has been made may also be vulnerable and need additional support and that their behaviour could be an indicator that they themselves are experiencing abuse or have done so.

## **Specific Examples of Bullying**

### Racist Bullying

An incident that is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse – name-calling, racist jokes, offensive mimicry, etc.
- Physical threats or attacks.
- Wearing of provocative badges, insignia, or clothing.
- Sharing racist leaflets, comics, or magazines.
- Inciting others to behave in a racist manner.
- Racist graffiti or other written insults – this may be against food, music, dress, or customs.
- Refusing to cooperate in work or play.

### Sexual Bullying

Sexual bullying is generally characterised by:

- Abusive name-calling.
- Comments regarding appearance, attractiveness, puberty, etc.
- Inappropriate and uninvited touching.
- Sexual innuendos and propositions, often with a double meaning.
- Pornographic material/graffiti with a sexual content.
- Sexual assault – this is the most extreme form.

### Sexual Orientation



Such bullying can occur when a young person does not identify as gay, lesbian, or bisexual. Solely being 'different' or singled-out can be targeted. This can be in the form of:

- Using homophobic language.
- Looks and comments regarding sexual orientation and/or appearance.

### SEN or Disabilities

CAST learners may have various educational, behavioural, and/or learning needs, and such learners are often at a greater risk of being bullied. This can be in the form of:

- Abusive name-calling.
- Comments on appearance.
- Comments regarding the learner's perceived ability and achievements.

### Cyberbullying

Such bullying is characterised and delivered via electronic means, such as:

- Textual bullying – receipt of threatening/disturbing messages from known or anonymous callers. This may involve more than one person and is often difficult to trace.
- Social networking – this is an increasing problem because of the facilitated access to smartphones that grant internet access. Such bullying can occur on a variety of platforms including Facebook, Instagram, Snapchat, online games, etc. As with textual bullying, it is difficult for staff to identify the perpetrator.

## **Strategies for Dealing with Bullying Incidents**

At CAST, our approach to deal with bullying incidents is:

- Provide students with a child friendly Anti-Bullying Policy, which is introduced during inductions and reiterated in teaching sessions.
- Deliver anti-bullying education within the curriculum, in particular via PHSE and SMSC sessions.
- Ensure that learners read, understand, and sign a Code of Conduct during their CAST induction.
- Deliver E-Safety sessions within the curriculum.
- Ensure that trained course leaders are to combat bullying in the workplace.
- Provide students with additional pastoral support during tutorials.
- Provide and display various anti-bullying posters and leaflets.
- Utilise co-operative group work.
- Host visits from various external agencies.



- Ensure that all staff read, understand, and sign the key Policies and strategies (Alternative Use of Technology, E-Safety, GDPR, and Safeguarding).

In the case of specific forms of bullying, CAST will develop specific responses. For example, in the context of text-related bullying, students will be expected to hand phones in during session time if it is felt that mobile device is causing an issue.

All staff are expected to be clear and effective role models to students by:

- Showing respect for all students and colleagues.
- Being aware of vulnerable students.
- Criticising behaviour rather than the person.
- Avoiding favouritism.
- Being seen to be fair.
- Avoiding labelling.
- Challenging pupils who speak or act inappropriately towards others.
- Actively seeking to develop a culture of praise, not blame, within each base.
- Adopting safe practises in their own use of social networks and mobile devices.

Guidance for dealing with such bullying incidents is as follows:

- All staff will take responsibility for dealing with incidents which fall within the definition of bullying, as well as ensuring that the victim is listened to and receives support.
- The bully is to be informed of the unacceptability of their behaviour, and the incident is to be reported to a staff member (Data Protection Officer/Safeguarding Officer/Senior Leadership Team).
- Be mindful of the Acceptable Use of Technology and E-Safety Policy.
- Encourage students to report incidents. Such incidents may also arise within tutorials or be disclosed to their tutor. Students are to be reminded of the Policy.
- Students will receive positive reinforcement when they have done the right thing – as in the (Child Friendly) Anti-Bullying Policy.
- Taking immediate action to protect and support the victim.
- Maintain an ethos of empathy and sympathy.
- Carry out investigation(s) of the incident(s).
- Produce and maintain strategies to prevent further incidents or reoccurrences.
- Inform parents/carers/schools/keyworkers in a supportive and sensitive manner.
- Listen to and support other students reporting incidents of bullying.

### **Guidance for Students**



If you are being bullied:

- Remember that it is not your fault.
- Stay calm and look as confident as you can.
- Be firm and clear, if possible inform the bully to stop and how it affects you.

After you have been bullied:

- Do not be silent about it, all bullying is wrong.
- Inform an adult or someone that you trust about the incident immediately. Adults at CAST have a responsibility to help and support you.
- If you are scared, ask a friend to be with you.
- Keep speaking until someone listens and does something to stop the bullying.

When speaking to an adult, be clear about:

- What has happened to you.
- How often it has happened.
- The person(s) involved.
- The witness(es) of the incident(s).
- The location of the incident(s).
- What has been done already.

If you experience bullying by mobile phone, text messages, social media, email, or online gaming:

- Do not retaliate or reply.
- Save the evidence – do not delete anything.
- Inform a trusted adult.
- Contact your service provider, or look at their website, to report the incident.
- Be careful of who you are giving your mobile number or email address to.
- Make a note of the threatening message that you received.

## **Guidance for Parents/Carers**

If your child has been bullied:

- Calmly speak with your child about their experience(s).
- Make a note of what is said, including details of those involved, how often it has occurred, the location, and what had happened.
- Reassure your child that they have done the right thing by informing you.
- Explain that, should they experience any further incidents, they are to report them to CAST staff immediately.
- Make an appointment to see or speak with a member of staff at CAST.



When speaking to a member of staff at CAST:

- Try to remain calm and remember that the staff member may not be aware, or many have conflicting accounts, on what has happened.
- Be as specific as possible about what your child has said has happened, including dates, places, and names of others involved.
- Make a note of what action CAST intends to take.
- Ask if there is anything that can be done to help your child or CAST.
- Stay in touch with the school to let them know if the situation improves or if problems continue.

If you are not satisfied:

- Check with the Anti-Bullying Policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with a CAST Director and keep a record of the meeting.
- Write to a CAST Director explaining your concerns and desired action.
- If you require further support, contact the local authority.

If your child is displaying bullying behaviour towards others:

- Speak with your child and explain that it is unacceptable behaviour.
- Discourage other members of the family from bullying behaviour, or from using aggression/force.
- Show your child how they can be included with others without bullying.
- Make an appointment to see your child's tutor/teacher to explain your problems, and how you can work together to stop the bullying behaviour.
- Regularly speak with your child.
- Provide your child with lots of praise and encouragement when they are being cooperative and polite to others.

If your child is experiencing any form of cyber bullying:

- Ensure that they are careful with whom they provide their mobile number, email address, Facebook contact, etc.
- Ensure that your child is aware and careful when establishing their social media profiles, and when using the security/privacy settings.
- Check what threatening messages have been received and keep evidence of such. Do not delete evidence.
- If the bullying involves a pupil from CAST, contact a member of the CAST staff to report it.
- If the cyberbullying is a potential criminal offence, consider contacting the police.