



# Anti-bullying Policy

	<b>Position/Committee</b>	<b>Date</b>
<b>Prepared by</b>	D Nicholson	November 2022
<b>Approved by Chair of Committee</b>	LGB	December 2022
<b>To be Reviewed</b>	Every 2 years	December 2024

## **Rationale:**

Crawshaw Academy aims to provide a safe and secure learning environment for students. To do this we must develop and maintain a community based upon positive relationships and mutual respect, whilst celebrating diversity throughout the school.

Students have both rights and responsibilities when it comes to any kind harassment or bullying.

## **Rights:**

As a member of Crawshaw Academy, you have the right:

- to be happy and safe,
- to be an individual and be proud of being different,
- not to be bullied,
- to have your point of view listened to,
- to talk to someone you trust if someone is making you unhappy.

## **Responsibilities:**

As a member of Crawshaw Academy, the school expects you:

- not to put up with any form of bullying,
- to treat others the way you want to be treated,
- to talk to a member of staff,
- not to be afraid of reporting any incidents. If you do nothing it might happen to someone else,
- not to put up with bullies.

Whilst we accept that any document is only as good as its implementation, the rights and responsibilities serve to make clear Crawshaw Academy's stance on bullying. Students and parents can be assured that every effort will be made to make life for all students in school as pleasant and as secure as possible.

## **Objectives:**

- All members of the school community know that bullying will not be tolerated and will be dealt with firmly and fairly.
- All members of the school community (governors, teaching and non-teaching staff, students and parents) should have an understanding of what bullying is.
- All members of the school community should know what the school policy is on bullying and what procedures to follow when an incident of bullying is witnessed/reported.
- All members of the school community appreciate the importance of setting a good example and ethos by maintaining a high standard of behaviour which brings credit to the school.
- All members of the school community will show tolerance and respect for, and co-operate with, other members of the school community and visitors to the school.
- To deal with the issue of bullying in a sensitive, safe and secure way throughout different areas of the curriculum.
- To ensure that all cases of bullying are always followed up with both targets and bullies.

## Definitions:

### What is bullying?

There is no legal definition of bullying, however, at Crawshaw we use the following summary of bullying [taken from Preventing Bullying, DFE 2017]:

Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally hurts** another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

### Bullying can be:

<b>Physical</b>	Hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings.
<b>Verbal</b>	Name calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening.
<b>Cyber</b>	All areas of the internet including email or social media abuse or threats. Misuse of technology, i.e. camera/video phones.
<b>Indirect</b>	Spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, and display of pornographic, classist, disablist, homophobic, racist or sexist material.
<b>Relational</b>	e.g. spreading nasty stories, gossiping, excluding from social groups
<b>Sexual</b>	Child on Child sexual abuse can occur between two children of any age and sex. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

For detailed examples **Appendix 1** lists some incidents that are classed as bullying. See **Appendix 2** for responses to Sexually harmful behaviours.

### Imbalance of power:

Many experts say that bullying involves an imbalance of power between the perpetrator and the target. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

At Crawshaw we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-educate where required.

### Perceived Differences:

Bullying may be motivated by perceived differences. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as

classist, disablist, homophobic, biphobic, transphobic, racist and religious, or sexist. People can be assigned or be a member of more than one group.

### **Types of Bullying:**

- Classist bullying: In classist bullying, a person is targeted for representing a perceived class or socioeconomic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.
- Disablist bullying: People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.
- Homophobic, biphobic and transphobic (HBT) bullying:
  - Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay.
  - Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, bi people. This can also include denying somebody's bi identity or refusing to accept it.
  - Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about, or behaviours towards, trans people, including non-binary people. This can also include denying somebody's gender identity or refusing to accept it.
  - HBT bullying may be targeted at children or young people who are, or who are perceived to be, lesbian, gay or bi, those who are questioning their sexual orientation as well as children or young people who are not trans but do not conform to gender stereotypes.
- Sexist bullying: In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person, whether they identify as male, female, or non-binary.
- Racist and religious bullying: In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.
- Harmful Sexual Behaviour: It is important that sexually harmful behaviours are taken seriously. It is therefore equally important that false/malicious allegations are dealt with effectively. (See Appendix 2).

### **Signs and Symptoms:**

Certain signs or behaviour displayed by students can often indicate that they are being bullied. Although these behaviours may be due to other circumstances all adults within the school community should investigate if any child:

- suddenly does not want to come to school
- is frightened of walking to and from school
- does not want to go on the school/public bus
- begs a parent or sibling to walk/drive them to school
- changes their usual routine
- is scared of telling you what is wrong
- does not want to talk about their day
- begins to truant

- becomes withdrawn or anxious, or lacks their usual confidence
- becomes unusually aggressive, disruptive or unreasonable
- begins to bully siblings or other children
- begins to stammer
- starts to do badly at school work
- has a rapid change in their attitude to learning
- attempts or threatens to run away
- attempts or threatens suicide
- cries themselves to sleep at night
- has unusual nightmares
- constantly feels ill on a morning
- comes home with damaged clothes/books
- has items of clothing/equipment missing
- begins to steal or ask for money
- frequently "loses" their dinner money
- comes home unusually hungry (due to dinner money being stolen)
- is nervous of using the internet
- becomes nervous when any form of electronic message is received (e.g. a text, an email, a Facebook post)

### **Prevention:**

Children's behaviour is affected by the behaviour of the adults around them. Therefore, we expect adults in the school community to model respectful and courteous behaviour.

In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas and all school staff will reflect the school's equal opportunities policy and practice in all their work.

The school will develop partnerships with outside agencies such as the local education authority, local voluntary groups, theatre in education projects, victim support and the police where appropriate, both to inform students, staff and parents/carers/guardians of the issues and to give them support.

Assemblies, the school environment and displayed material will consistently reinforce the equal opportunity and anti-bullying policies.

All students are encouraged to report bullying by speaking to an adult or using the identified reporting systems (e.g. email, button on the student portal).

### **Expectations:**

The school accepts that:

- Every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected.
- Every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination.
- Every student in the school community has the right to equal access to a curriculum that meets their needs.
- Learning is the entitlement and responsibility of every member of the school community.
- Every member of the school community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating.
- Every member of the school community has the responsibility to treat others with respect.

- It is the responsibility of every member of the school community to address and/or report all incidents of bullying.

### **Procedure:**

All members of the school community will be alert to the possibility of breaches of the policy and take appropriate action.

Students who identify that the policy is not being followed will alert an adult they trust. This may be their Form Tutor, a Student Support Worker, a Programme Leader or subject teacher.

Incidents can also be reported via [bullying@ca.rkt.co.uk](mailto:bullying@ca.rkt.co.uk) or via the Student Portal reporting button.

The person who receives a report from a student will take it extremely seriously and be seen to be doing so. **Appendix 3** is a detailed step by step guide as to what happens when an incident of bullying is reported/witnessed.

Staff have a responsibility to address all forms of bullying.

All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with the incident, he or she will seek advice from more senior staff.

Bullying can be a crime, we may therefore choose to involve the police where appropriate.

Incidents and allegations will be investigated, and the outcome recorded. Feedback will always be provided to individuals who have made the allegations or complaint.

All incidents of bullying will be recorded, and their frequency and type monitored. This information will be used to inform the development of the school's anti-bullying work.

Parents/carers/guardians are very important to the school and, in particular, they have much to contribute to our anti-bullying work.

The school, in return, commits itself to investigate any allegations of any forms of bullying from parents/carers/guardians promptly and to feedback the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded.

The school will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as target or perpetrator.

The school will provide training to all staff on how to recognise and deal with bullying. We recognise that this must be done in a consistent and transparent manner.

### **Confidentiality:**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether a third party needs to be informed. This judgement will be based upon:

- a) the seriousness of the situation and the degree of harm that the student may be experiencing.
- b) the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

An underlying principle in supporting students in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

### **Engaging with parents and carers:**

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact, but parents must understand that form tutors, Student Support Workers, Phase Leaders and Senior Staff do have other demands on their time. We will always endeavour to communicate with parents on the same day that the incident occurred; however, contact may not always be able to be made as soon or as frequently as the parent would ideally like.

### **Support for students who experience bullying:**

#### **If you are bullied:**

- a) report when bullying is taking place, for example, tell an adult or somebody you trust what has happened straight away.
- a) get away from the situation as quickly as possible.
- b) try to stay calm and look as confident as you can.
- c) be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

**After the incident:**

- a) tell a teacher or another adult you trust within school.
- b) speak to a peer mentor, email or use button on the student portal.
- c) tell your family.
- d) if you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- e) don't blame yourself for what has happened.

**When you are talking to an adult about bullying, be clear about:**

- a) what has happened to you.
- b) how often it has happened.
- c) who was involved.
- d) who saw what was happening.
- e) where it happened.
- f) what you have done about it already.

**If you experience bullying by mobile phone, text messages or email:**

- a) tell a friend, parent or teacher.
- b) be careful who you have given your mobile phone or email address to.
- c) make a note of exactly when a threatening message was sent.
- d) **keep a copy of the message** in case other agencies need to be involved.

The following list details specific behaviours that can be classified as bullying. This list is not exhaustive and common sense should be used.

- verbal abuse by name-calling, offensive mimicry.
- physical threats or attacks.
- defacing of property.
- graffiti.
- inciting others to behave in a certain way.
- mocking clothing and belongings.
- refusing to co-operate in work and play (refusing to sit next to someone).
- mockery of person's contributions to work.
- mockery of subject and career choice.
- mockery of a person's demeanour or way of speaking
- pretending not to understand/using gibberish.
- mockery of physical appearance.
- wearing of provocative badges or insignia.
- having racist leaflets, comics or magazines.
- mockery of dress, religious observance, dietary habits.
- mockery of country of origin.

Incidents may include:

- inappropriate and uninvited touching.
- sexual assault.
- display of pornographic material.
- having sexist leaflets, comics or magazines.
- sexual innuendo.

## **Responding to Sexually harmful behaviours including Sexual violence, Sexual harassment and child on child abuse.**

At Crawshaw Academy we recognise that children can be victims of Sexual violence and harassment as well as other forms of sexually harmful behaviours. The protocols described below deal specifically with situations where the perpetrator is another student within the school community. **(For a detailed explanation of the response to any form of abuse or safeguarding concern please read the Safeguarding and Child protection policy.)**

This Anti Bullying Policy should be considered in conjunction with both the Behaviour and Relationships and Safeguarding policies.

**At Crawshaw Academy we believe that sexual violence and sexual harassment is not acceptable, should never be tolerated and is not an inevitable part of growing up.**

### What are sexually harmful behaviours?

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children (KCSIE 2021).

It can include:

Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts

Bullying (including cyberbullying, prejudice-based and discriminatory bullying);

Abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;

Causing someone to engage in sexual activity without consent

Upskirting;

Initiation/hazing type violence and rituals.

### How can students report incidents?

Speak to your Form tutor, Student Support Worker or any member of staff. Incidents can also be reported via [bullying@ca.rkft.co.uk](mailto:bullying@ca.rkft.co.uk) and through the button on the student portal.

Parents with concerns should speak directly to their child's Student Support Worker

### How will we respond?

Any student who reports sexually inappropriate behaviour will be believed and listened to. The allegations will always be taken seriously and be investigated by a member of the Designated Safeguarding Team.

We will never dismiss these actions as 'banter' or 'just a part of growing up'.

Two members of the Designated safeguarding team (inc the Designated Safeguarding Lead or Deputy) will agree the actions to be taken. Where appropriate this will be informed by the completion of an AIM questionnaire as per the Safeguarding policy.

Actions can include:

Sanctions – all sanctions are available up to and including Permanent exclusion. We recognise that these behaviours exist on a continuum and that the Designated Safeguarding lead (in discussion with the Headteacher where appropriate) is best placed to judge the appropriate sanction.

Ongoing support - Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Support for these students is essential and can include referrals to our Wellbeing Officers or to counselling through the Pudsey Cluster.

In school adjustments – changes to timetables and routines may be implemented in order to ensure that victims are less likely to have to encounter the perpetrator in the course of the school day. This can include adjustments to travel using school buses.

Education and support for the perpetrator – we will ensure that work is done to support the young person who is responsible for the behaviour so that it is not repeated and that any wider concerns are addressed.

Outside agencies – where appropriate we will refer to/work with outside agencies including Police, Children's social work service and specialist support services.

Feedback – We will always inform the victim of what actions have been taken and why.

All actions will take due account of the need for confidentiality and the wellbeing of all students.

#### Dealing with false/malicious allegations.

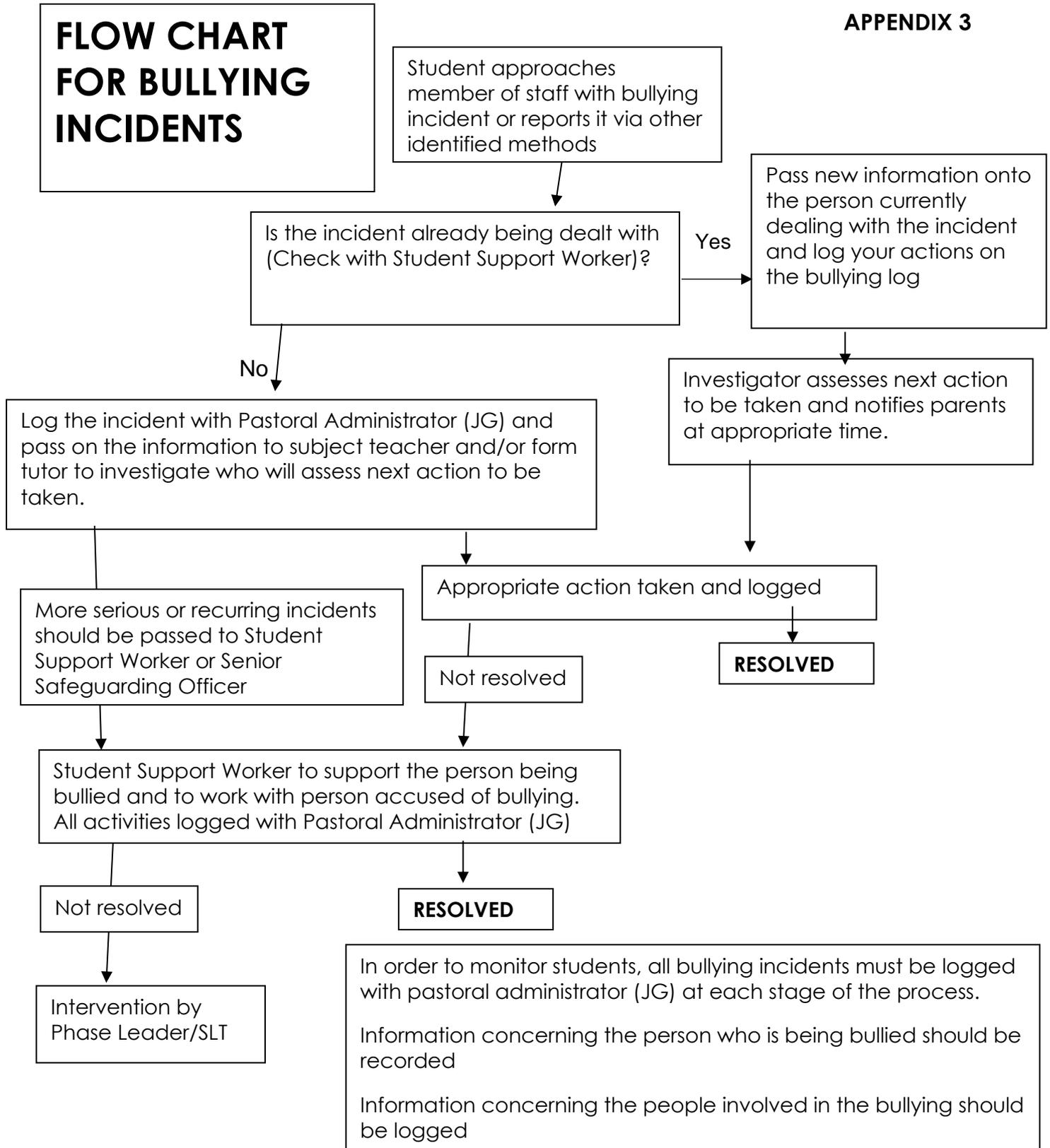
It is important that sexually harmful behaviours are taken seriously. It is therefore equally important that false/malicious allegations are dealt with effectively. The responses outlined above are also relevant in this case.

#### How will we monitor this?

All incidents of harmful sexual behaviours will be recorded on CPOMS. Termly analysis of these incidents will be completed by the Senior Safeguarding Officer and reported to SLT and Governors through the usual systems, including the half termly Safeguarding meeting.

An annual safeguarding report to the Local authority includes sections on Sexually Harmful Behaviours.

# FLOW CHART FOR BULLYING INCIDENTS



**Pastoral Administrator (JG) maintains the bullying log**