Crawshaw Academy Anti-Bullying Policy 2026-2027

"Hear It. See It. Stop It."

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1. Introduction

At Crawshaw Academy, we believe every student has the right to feel safe, respected, valued and included. Bullying can have a significant impact on a young person's wellbeing, attendance, achievement and mental health. For this reason, bullying is never accepted, ignored or dismissed.

Our approach is informed by Department for Education guidance and the principles promoted by the Anti-Bullying Alliance, which emphasise prevention, early intervention, listening to young people, creating inclusive cultures and responding consistently and effectively when concerns arise.

We are committed to building a culture where students:

- Feel safe to be themselves.
- Understand the importance of respect and kindness.
- Know how to report concerns.
- Trust that adults will take action when concerns are raised.
- Feel confident that bullying will be addressed promptly and fairly.

We recognise that creating a bullying-free environment requires a whole-school approach. Evidence from the Anti-Bullying Alliance highlights the importance of belonging, student voice, positive relationships and consistent adult responses in preventing bullying behaviours. At Crawshaw Academy, our approach combines prevention, education, intervention and support to ensure every student feels safe, valued and included.

Our anti-bullying message is simple:

HEAR IT. SEE IT. STOP IT.

If you hear bullying, do not ignore it.

If you see bullying, do not walk away.

If you experience bullying, or know someone who is being bullied, report it.

2. Our Values

This policy is rooted in the Crawshaw Academy values of:

- Respect
- Integrity
- Determination

We recognise that every member of our community plays a role in keeping others safe.

Creating a positive culture is not solely the responsibility of leaders, teachers or pastoral staff.

It is the responsibility of everyone.

3. Policy Aims

This policy aims to:

- Prevent bullying through education, awareness and positive relationships.
- Create a culture where students feel able to report concerns.
- Ensure all reports of bullying are taken seriously.
- Support students who are experiencing bullying.

- Educate and support students displaying bullying behaviours to change those behaviours.
- Respond proportionately and consistently to incidents.
- Monitor trends and identify vulnerable groups.
- Work effectively with parents, carers and external agencies when required.

4. Definition of Bullying

Following Department for Education guidance and Anti-Bullying Alliance best practice, Crawshaw Academy defines bullying as:

Behaviour by an individual or group, which is repeated and takes place over time. The behaviour intentionally hurts another individual or group physically or emotionally.

Bullying involves:

Repetition

The behaviour happens more than once or has the potential to continue.

Intent to Cause Harm

The actions are designed to upset, humiliate, intimidate or harm another person.

Imbalance of Power

The person exhibiting bullying behaviour may have more social, physical, emotional or perceived power than the other person.

We also recognise that some one-off incidents can be so serious that they require safeguarding intervention even if they do not meet the definition of bullying.

5. What Bullying Can Look Like

Bullying can take many forms.

Physical Bullying

- Hitting
- Kicking

- Pushing
- Spitting
- Damaging belongings
- Theft
- Intimidation

Verbal Bullying

- Name-calling
- Insults
- Threats
- Offensive comments
- Mockery

Social or Relational Bullying

- Deliberate exclusion
- Spreading rumours
- Humiliation
- Turning friendship groups against others
- Public embarrassment

Online (Cyber) Bullying

- Social media abuse
- Group chat harassment
- Sharing images without permission
- Hurtful messages
- Fake accounts
- Gaming platform abuse

Prejudice-Based Bullying

The Academy will take all reasonable steps to prevent discrimination, harassment and victimisation relating to protected characteristics under the Equality Act 2010.

Bullying linked to protected characteristics, including:

- Race or ethnicity
- Religion or belief

- Disability or SEND
- Sex
- Sexual orientation
- Gender identity
- Looked-after status
- Caring responsibilities
- Socio-economic background

We recognise that prejudice-based bullying can have a particularly significant impact on young people and will be recorded and monitored carefully.

Appearance-Based Bullying

Bullying can target a student's appearance, whether real or perceived.

This may include comments, ridicule, exclusion or online abuse relating to:

- Weight or body shape
- Height
- Hair
- Clothing
- Skin conditions
- Physical differences
- Scars
- Dental appearance
- General physical appearance

Appearance-based bullying can have a significant impact on self-esteem, confidence and wellbeing and will be addressed with the same seriousness as all other forms of bullying.

6. What Bullying Is Not

We recognise that not every disagreement, argument or friendship issue is bullying.

Examples include:

- A one-off disagreement between friends.
- Falling out where there is no imbalance of power.
- Accidental unkindness.

- Conflict between students where both parties hold similar power.

These situations still require support and intervention but may be managed as relational conflict rather than bullying.

7. Student Rights and Responsibilities

Students Have the Right To:

- Feel safe in school.
- Be treated with dignity and respect.
- Learn in an environment free from bullying.
- Be listened to.
- Receive support if concerns are raised.

Students Have the Responsibility To:

- Treat others respectfully.
- Report bullying concerns.
- Support peers safely.
- Avoid being a passive bystander.
- Follow the Academy's behaviour expectations.

8. Preventing Bullying

The most effective response to bullying is prevention.

At Crawshaw Academy we will:

Build a Positive Culture

- Promote respectful relationships.
- Celebrate diversity.
- Challenge discriminatory language.
- Promote inclusion throughout school life.
- Foster a sense of belonging for every student.

Teach About Bullying

Through:

- PSHE curriculum
- Tutor time
- Assemblies
- Awareness campaigns
- Anti-Bullying Week

Students will learn:

- What bullying is.
- How to identify bullying.
- How to report concerns.
- Safe online behaviours.
- How to be an active defender.
- The importance of inclusion and belonging.

Staff Training

All staff will receive regular training on:

- Recognising bullying behaviours.
- Responding effectively.
- Recording concerns.
- Vulnerable groups.
- Child-on-child abuse.
- Mental health and bullying.
- Prejudice-based bullying.

Student Leadership and Student Voice

At Crawshaw Academy, students play a central role in creating and maintaining a culture where bullying is not tolerated.

Through our values of Respect, Integrity and Determination, students are encouraged to:

- Treat others with kindness and respect.
- Celebrate individuality and diversity.
- Challenge bullying safely.

- Support vulnerable peers.
- Report concerns when they arise.
- Act as positive role models.

Student voice will be gathered through:

- Anti-Bullying Ambassadors.
- Student leadership groups.
- Student surveys.
- Focus groups.
- Vulnerability reviews.
- Awareness campaigns.
- Anti-Bullying Week activities.

Students will be involved in evaluating the effectiveness of the Academy's anti-bullying work and shaping future improvements.

9. Understanding the Different Roles Within Bullying Behaviour

Research shows that bullying situations often involve a number of different participants.

Students will be taught about the following roles:

Target

The person experiencing the bullying behaviour.

Ringleader

The individual who initiates or directs the bullying behaviour.

Assistant

Someone who actively joins in with the bullying behaviour.

Reinforcer

Someone who encourages the behaviour through attention, laughter, sharing content or providing an audience.

Defender

Someone who supports the target, reports concerns or safely challenges inappropriate behaviour.

Bystander

Someone who witnesses the behaviour but does not intervene or report concerns.

Students will be encouraged and supported to become defenders rather than passive bystanders.

10. Reporting Bullying

Students can report concerns by:

- Speaking to any member of staff.
- Speaking to their Form Tutor.
- Speaking to their AHOY.
- Speaking to a Student Support Worker.
- Speaking to an Anti-Bullying Ambassador.
- Emailing speakout@ca.rklt.co.uk.
- Using Academy reporting systems.

Parents and carers can report concerns through:

- AHOYs
- Student Support Team
- Senior Pastoral Team
- Safeguarding Team

Every concern will be listened to and taken seriously.

Students should understand that while action will be taken, they may not always be informed of specific outcomes due to confidentiality and data protection requirements.

Anonymous Reporting

The Academy recognises that some students may feel more comfortable reporting concerns anonymously.

Students can access an online reporting form which allows concerns to be shared without initially identifying themselves.

All concerns will be reviewed by an appropriate member of staff.

Where information indicates a safeguarding concern, risk of harm or a child being unsafe, the Academy has a duty to investigate and take appropriate safeguarding action. Complete anonymity cannot therefore be guaranteed when safeguarding intervention is required.

11. Our Graduated Response to Bullying

We recognise that bullying exists on a continuum and requires a proportionate response.

Universal Prevention

All staff will:

- Promote respectful behaviour.
- Know the signs of bullying.
- Follow behaviour expectations consistently.
- Monitor emerging concerns.
- Log concerns appropriately.
- Maintain a culture of vigilance.

Stage 1: Early Identification

Where concerns emerge:

- Facts will be gathered.
- Concerns logged on ClassCharts and CPOMS.
- Restorative conversations may be completed.
- Increased monitoring implemented.
- Seating plans or supervision adjusted.
- Follow-up checks completed.

The situation will be monitored closely.

Stage 2: Confirmed Pattern of Bullying

Where behaviour is repeated:

- Bullying will be formally logged.
- Parents/carers informed.
- Appropriate sanctions applied.
- Support plans implemented.

Possible support for students experiencing bullying:

- Daily check-ins.
- Safe spaces.
- Key adults.
- Anti-Bullying Ambassador support.
- Emotional wellbeing support.

Possible support for students displaying bullying behaviours:

- Key worker support.
- Targeted interventions.
- SEMH support.
- Social skills programmes.
- Increased monitoring.

Progress will be reviewed every two weeks.

Stage 3: Persistent or Serious Bullying

Where concerns continue:

- Formal investigation completed.
- Senior leaders involved.
- Parent meetings arranged.
- SEND and safeguarding needs considered.
- External agencies consulted where appropriate.
- Specialist interventions provided.

Stage 4: Persistent Bullying Despite Intervention

Where concerns remain despite support:

- Multi-agency meetings held.
- Behaviour or support plans created.
- SMART targets established.

- External referrals made where appropriate.
- Offsite Direction considerations explored where necessary.

12. Serious Incidents and Safeguarding

Some incidents may be serious enough to constitute child-on-child abuse even if they are not repeated.

Examples include:

- Sexual harassment.
- Hate incidents.
- Harmful sexual behaviour.
- Image-based abuse.
- Serious threats.
- Coercive behaviour.
- Physical assaults.

In these circumstances:

- CPOMS records will be completed immediately.
- A Designated Safeguarding Lead will be informed.
- Safety planning will be implemented.
- Parents will be informed where appropriate.
- Police involvement considered where necessary.
- Victims will receive ongoing support.

Such incidents will be managed through safeguarding procedures alongside this policy.

13. Supporting Students

Recognising the Signs of Bullying

Bullying can affect students in different ways and some young people may not disclose concerns immediately.

Staff and parents should be alert to:

- Increased anxiety or distress.

- Reduced confidence or self-esteem.
- Reluctance to attend school.
- Changes in attendance patterns.
- Social withdrawal or isolation.
- Changes in friendship groups.
- Reduced engagement in learning.
- Sudden changes in behaviour.
- Increased emotional regulation difficulties.
- Unexplained damage to belongings.
- Frequent visits to pastoral or medical staff.
- Changes in mood or presentation.
- Self-harm concerns or expressions of hopelessness.

The Academy recognises the strong relationship between bullying and mental health.

Students affected by bullying may experience anxiety, low mood, reduced self-worth and other emotional wellbeing concerns.

Where appropriate, support will be provided through the Academy's pastoral, safeguarding and wellbeing systems.

Students Experiencing Bullying

We will:

- Listen carefully.
- Take reports seriously.
- Agree safety plans.
- Maintain regular check-ins.
- Offer emotional wellbeing support.
- Liaise with parents and carers.
- Monitor outcomes.

Students Displaying Bullying Behaviour

We believe accountability and education must work together.

We will:

- Apply proportionate sanctions.
- Explore underlying needs.

- Provide education and intervention.
- Support positive behaviour change.
- Monitor future behaviour closely.

Our goal is always to stop the behaviour, repair harm where appropriate and prevent recurrence.

14. Working with Parents and Carers

Strong partnerships with families are essential.

We will:

- Communicate concerns promptly.
- Share actions being taken.
- Listen to parental concerns.
- Provide updates during investigations.
- Work collaboratively to resolve issues.

Parents are encouraged to contact the Academy as soon as concerns arise rather than waiting for concerns to escalate.

15. Bullying Beyond the School Day

The Academy recognises that bullying can occur beyond the school gates and outside normal school hours.

This may include:

- On the journey to and from school.
- Through social media.
- Through messaging applications.
- Through online gaming platforms.
- Within the local community.
- During educational visits and enrichment activities.

Where bullying behaviour impacts on a student's safety, wellbeing or education, the Academy will take appropriate action, even where incidents occur outside school.

16. Recording and Monitoring

All confirmed bullying incidents will be:

- Recorded on CPOMS and relevant school systems.
- Categorised by type.
- Monitored for patterns and trends.
- Reviewed by pastoral leaders.
- Reported to governors through safeguarding and behaviour processes.

Particular attention will be given to monitoring:

- Prejudice-based bullying.
- Appearance-based bullying.
- Online bullying.
- Repeat incidents.
- Vulnerable groups, including SEND and disadvantaged students.

This allows us to continually improve our practice, identify emerging issues and evaluate the effectiveness of our anti-bullying strategy.

17. Confidentiality

Students will always be listened to sensitively and respectfully.

While we cannot guarantee complete confidentiality, information will only be shared with those who need to know in order to safeguard children and effectively address concerns.

Safeguarding responsibilities will always take priority.

The Governing Board/Interim Executive Board will receive regular reports on bullying incidents, trends, vulnerable groups, prejudice-related incidents and the effectiveness of preventative strategies. Governors will provide challenge and support to leaders and ensure the Academy fulfils its safeguarding, equality and behaviour duties.

18. Crawshaw Academy Anti-Bullying Commitment

At Crawshaw Academy we want every student to know:

You deserve to feel safe.

You deserve to be respected.

You deserve to belong.

If something is happening, we will listen.

If bullying is taking place, we will act.

Together we will create a culture where bullying is challenged, respect is expected and every member of our community feels they belong.

HEAR IT. SEE IT. STOP IT.

Stop Bullying. Stop Harm.

#SpeakOut

Report concerns to a member of staff, an Anti-Bullying Ambassador, or via the Academy's reporting systems including the anonymous reporting form.


HEAR IT.
SEE IT.
STOP IT.
DETERMINATION
RESPECT
INTEGRITY
CRAWSHAW
ACADEMY
STOP BULLYING. STOP HARM.
If you hear it .... don't ignore it
Then you can STOP it .... REPORT IT
If you see it .... don't look away
Report to: Staff, anti-bullying ambassadors
or email speakout@ca.rklt.co.uk
#SPEAKOUT

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SEE IT.
STOP IT.

DETERMINATION
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CRAWSHAW ACADEMY



STOP BULLYING. STOP HARM.

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REPORT TO:
STAFF, ANTI-BULLYING AMBASSADORS
OR EMAIL SPEAKOUT@CA.RKLT.CO.UK



#SPEAKOUT