

# The Crossways Schools Anti-Bullying Policy

## Introduction

All schools have a duty of care for pupils and staff alike and at the Crossways Schools we strive to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for children to learn and for adults to work. The schools will then be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make children aware of what action they can take both now and in their adult life, whether victims of bullying, or as bystanders.

### Our aims are to:

- be a safe and secure environment where all can learn without anxiety
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with the school aware of school opposition to bullying
- make clear each person's responsibilities with regard to the school's position towards bullying
- make sure that bullies know how to stop bullying

## Definitions of Bullying

Bullying is offensive, abusive, intimidating, malicious or insulting behaviour. It is an abuse of power, which makes the recipient feel upset, threatened, humiliated, angry or vulnerable. It undermines self-confidence and may cause suffering, distress and a sense of injustice.

Bullying behaviour can be defined as a **number of repeated** actions, causing harm to people or relationships. This behaviour is intentional and may be on-going. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

### Key Characteristics:

- repetitive and persistent
- intentionally harmful
- involving an imbalance of power
- causing feelings of distress, fear, loneliness or lack of confidence

### Components of Bullying:

1. There is an intention to harm (e.g. a person teasing another with the intention of deliberately upsetting them.)
2. There is a harmful outcome; a person or persons are hurt emotionally or physically
3. The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours

4. There is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to their age, physical strength or size, or due to their position in school.

Bullying behaviour can be direct or indirect, simple or complex. Bullying can be physical, emotional, through racist taunting, of a sexual nature, homophobic, verbal name calling due to disability or appearance or cyber based. Bullying can include but is not exclusive of:

**Emotional** – excluding, tormenting, humiliating, ridiculing, ignoring

**Physical** – pushing, kicking, hitting, violence, taking of and damaging belongings

**Verbal** - name calling, sarcasm, spreading rumours, and persistent taunting

**Racist or Religion/faith** – taunts, graffiti, gestures, physical violence, mocking

**Sexual** – inappropriate or unwanted physical contact or comments of an unwelcome sexual nature

**Homophobic** – name calling, making offensive comments

**Cyber** – harassment, alarm, distress or humiliation that uses internet related and telephone technology

### **Equal Opportunities**

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that everyone keeps an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

### **Strategies for Prevention**

Everything possible is done to prevent bullying by developing a school ethos in which bullying or being a bystander is regarded as unacceptable. Time will be spent not only with the victim but also considering reasons why a child becomes a bully and supporting them to behave appropriately. At the Crossways Schools we support this through planned activities.

- Personal, Social and Health Education (PSHE)
- Anti-Bullying week
- School Behaviour Policy
- Regular Assemblies
- Class circle time
- E-Safety Week
- Embedding the Crossways Values Kites

### **Recording Bullying and evaluating the policy**

When bullying of a child has been reported, statements will be taken from all relevant parties and these will be recorded on a behaviour incident sheet and added to the behaviour file. All statements will be dealt with on an individual basis and be investigated thoroughly. Outcomes of this will also be recorded.

Any member of staff who feel that they are being bullied in the workplace can report this via their line manager, the Headteacher, the Chair of the Governing Body or to the local authority.

### **The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they are taken very seriously and dealt with appropriately. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors at Full Governing Body Meetings via the Headteacher's report. Through this the Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

The governing body responds promptly to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

The Governing body will regularly review the school's behaviour policy to ensure that it is promoting good behaviour and discipline. They should consider the suggestions from the school staff on any changes or additions to current practice within this review. The Headteacher has overall responsibility for the policy and its implementation.

The Governing Body, Headteacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexual issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

### **The role of the Headteacher**

It is the responsibility of the head teacher to:

- implement the school anti-bullying strategy
- ensure that all staff (both teaching and non-teaching) are aware of the school policy
- know how to deal with incidents of bullying
- report to the governing body any incidents of bullying recorded
- ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school and in the wider community
- ensure that all parents and members of the school community know that bullying is wrong and that it is unacceptable behaviour
- ensure that all staff understand what procedures to follow when an accusation of bullying arises and that the protocol (at end of policy) has been followed
- where these initial strategies have proved ineffective, contact external support agencies such as the behaviour support or educational psychology services

### **The role of the teaching and support staff**

Teachers and support staff take all forms of bullying seriously, and intervene to prevent incidents from taking place. All incidents of bullying that occur and reported are recorded on a behaviour incident sheet and added to the behaviour file, as are the actions taken.

Teachers, who become aware of any bullying taking place, deal with the issue immediately by:

- supporting the child/children who is being bullied and reassure that they will be supported
- talking to the child who has bullied: with explanation of why the actions of the child were wrong
- helping the child to change their behaviour in future
- informing the head teacher and child's parents if the behaviour is repeated. All staff share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently.

### **The role of parents/ carers**

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying:

- should contact their child's class teacher immediately in order that difficulties in relationships in school can be sorted out
- parents/carers are advised not to intervene themselves
- actions will be agreed at this meeting and parents/carers will be given feedback as to the outcome
- should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

Parents/carers have a responsibility to support the school's anti-bullying policy and actively encourage their child to be a positive member of the school. Parents/carers, will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences themselves and other members of the school and the wider community.

### **The role of Pupils**

Pupils are expected to take responsibility for their own behaviour. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences. All pupils are expected to abide by the rules and values of the school and will be encouraged and taught to confide in a trusted adult if worried by behaviours towards them or what they have observed.

This policy should be read in conjunction with the following documents:

Schools' Mission statements, Vision and Values

Behaviour Policy

E-Safety Policy

Date: May 2019

Policy written by: Jane Stockton and Team 5

Date agreed by Governors: 8/5/19

Review date: May 2021

## **Protocol**

Listen to the 'victim/complainant' (Any staff member)



Make sure they feel listened to and reassured (Any staff member)



Inform class teacher and other relevant staff (Any staff member)



Record the incident in on the behaviour incident sheet (Any staff member)  
Headteacher to add to the behaviour file



Talk to the child displaying the bullying behaviour and put consequences in place  
(Class teacher and/or SLT)



Contact parents of both parties (Class teacher or SLT)



Monitor (All staff)