

# CRAWSHAW SCHOOL ANTI-BULLYING POLICY

## Introduction

1. In order for us to provide an appropriate learning environment for our students it is important they do not feel anxious about coming to school. We therefore remind students that they have both rights and responsibilities when it comes to any kind harassment or bullying.
2. The rights and responsibilities printed below are widely available to all students and are included in the front of their Planner.
3. Whilst we accept that any document is only as good as its implementation, the rights and responsibilities serve to make clear Crawshaw School'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.

## 4. Rights

4.1 As a member of Crawshaw School, you have the right:

- 4.1 (a) to be happy and safe;
- 4.1 (b) to be an individual and be proud of being different;
- 4.1 (c) not to be bullied;
- 4.1 (d) to have your point of view listened to;
- 4.1 (f) to talk to someone you trust if someone is making you unhappy.

## 5. Responsibilities

5.1 As a member of Crawshaw School, the school expects you:

- 5.1 (a) not to put up with any form of bullying;
- 5.1 (b) to treat others the way you want to be treated;
- 5.1 (c) to talk to a member of staff or a counsellor;
- 5.1 (d) not to be afraid of reporting any incidents. If you do nothing it might happen to someone else;
- 5.1 (e) not to put up with bullies.

## 6. Definitions

### 6.1 What is bullying?

- 6.1 (a) Bullying is any incident perceived by the victim or anyone else as bullying.
- 6.1 (b) This definition is designed to ensure that the school takes full account not only of what the victim says, but also the perceptions of those who have witnessed the incident, reported it or are aware of the circumstances.
- 6.1 (c) This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and as with all incidents properly investigated.
- 6.1 (d) Bullying affects all members of the school community.

### 6.2 What does bullying look like, feel like, sound like?

In the main it consists of:

- 6.2 (a) **Physical** – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings;
- 6.2 (b) **Verbal** – name calling, mockery, insulting making offensive remarks, Sexual innuendo, threatening;
- 6.2(c) **Indirect** – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, display of pornographic, classist, disabilist, homophobic, racist or sexist material.

### 6.3 **Who bullies?**

**Anyone** has the capacity to bully.

There are no completely reliable predispositional diagnoses. However those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

### 6.4 **Who is bullied?**

**Anyone** can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disabilist, homophobic, racist and religious, or sexist, people can be assigned or be a member of more than one group.

### 6.5 **What is classist bullying?**

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

Incidents may include:

- 6.5 (a) verbal abuse by name-calling, offensive mimicry;
- 6.5 (b) physical threats or attacks;
- 6.5 (c) defacing of property;
- 6.5 (d) graffiti;
- 6.5 (e) inciting others to behave in a classist way;
- 6.5 (f) mocking clothing and belongings;
- 6.5 (g) refusing to co-operate in work and play (refusing to sit next to someone).

### 6.6 **What is disabilist 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.

Incidents may include:

- 6.6 (a) verbal abuse by name-calling, offensive mimicry;
- 6.6 (b) physical threats or attacks;
- 6.6 (c) defacing of property;
- 6.6 (d) graffiti;
- 6.6 (e) inciting others to behave in a disabilist way;
- 6.6 (f) mockery of specific difficulty or disability;
- 6.6 (g) mockery of person's contributions to work;
- 6.6 (h) refusing to co-operate in work and play (refusing to sit next to someone).

#### 6.7 **What is homophobic bullying?**

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered person. People do not have to be lesbian, gay, bisexual or transgendered to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Incidents may include:

- 6.7 (a) verbal abuse by name-calling, offensive mimicry;
- 6.7 (b) physical threats or attacks;
- 6.7 (c) mockery of subject and career choice;
- 6.7 (d) defacing of property;
- 6.7 (e) graffiti;
- 6.7 (f) inciting others to behave in a homophobic way;
- 6.7 (g) mockery of a person's demeanour or way of speaking
- 6.7 (h) mockery of person's contributions to work;
- 6.7 (i) refusing to co-operate in work and play (refusing to sit next to someone).

#### 6.8 **What is 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.

Incidents may include:

- 6.8 (a) verbal abuse by name calling, offensive mimicry;
- 6.8 (b) pretending not to understand/using gibberish;
- 6.8 (c) physical threats or attack;
- 6.8 (d) mockery of physical appearance;
- 6.8 (e) wearing of provocative badges or insignia;
- 6.8 (f) having racist leaflets, comics or magazines;
- 6.8 (g) graffiti;
- 6.8 (h) inciting others to behave in a racist way;
- 6.8 (i) mockery of a person's demeanour or way of speaking;
- 6.8 (j) mockery of person's contributions to work;
- 6.8 (k) refusing to co-operate in work and play(refusing to sit next someone);

6.8 (l) mockery of dress, religious observance, dietary habits;

6.8 (m) mockery of country of origin;

## 6.9 **What is 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 and on all men and women.

Incidents may include:

6.9 (a) verbal abuse by name-calling, offensive mimicry;

6.9 (b) physical threats or attacks;

6.9 (c) inappropriate and uninvited touching;

6.9 (d) sexual assault;

6.9 (e) display of pornographic material;

6.9 (f) mockery of physical appearance;

6.9 (g) wearing of provocative badges or insignia;

6.9 (h) having sexist leaflets, comics or magazines;

6.9 (i) sexual innuendo;

6.9 (j) defacing of property;

6.9 (k) graffiti;

6.9 (l) inciting others to behave in sexist way;

6.9 (m) mockery of a person's demeanour or way of speaking;

6.9 (n) mockery of person's contributions to work;

6.9 (o) refusing to co-operate in work and play (refusing to sit next to someone);

6.9 (p) mockery of clothing;

6.9 (q) mockery of subject and career choice;

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident.

## 7. **Prevention**

7.1 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.

7.2 It is now a legal requirement to have an anti-bullying policy. 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.

7.3 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.

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

## **8. Expectations of the School Community.**

The school accepts that:

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

## **9. Action**

- 9.1 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 Behaviour Support Worker, a Mentor or Director of Learning. The person who receives a report from a student will take it extremely seriously and be seen to be doing so.
- 9.2 Staff have a particular responsibility in addressing all forms of bullying. A failure to do so will be perceived as collusion.
- 9.3 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.
- 9.4 Bullying can be a crime, we may therefore choose to involve the police where appropriate.
- 9.5 Incidents and allegations will be investigated and the outcome recorded on the appropriate form. Feedback will always be provided to individuals who have made the allegations or complaint.
- 9.6 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.

- 9.7 Parents/carers/guardians are very important to the school and in particular they have much to contribute to our anti-bullying work.
- 9.8 The school, in return, commits itself to investigate any allegations of any forms of bullying from parents/carers/guardians promptly and to feedback back the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded.
- 9.9 The school will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as victim or perpetrator.
- 9.10 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.

## **10. Confidentiality**

- 10.1 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.
- 10.2 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 or not a third party needs to be informed. This judgement will be based upon:
- 10.2 (a) the seriousness of the situation and the degree of harm that the student may be experiencing;
- 10.2(b) the student's age, maturity and competence to make their own decisions.
- 10.3 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.
- 10.4 **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.**
- 10.5 Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

## **11. Support for Students who Experience Bullying**

- 11.1 If you are bullied:
- 11.1 (a) tell an adult or somebody you trust what has happened straight away;
- 11.1 (b) get away from the situation as quickly as possible;
- 11.1 (c) try to stay calm and look as confident as you can;

- 11.1 (d) be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.
- 11.2 After you have been bullied:
- 11.2 (a) tell a teacher or another adult you trust within school;
  - 11.2 (b) tell your family;
  - 11.2 (c) if you are scared to tell a teacher or adult on your own, ask a friend to go with you;
  - 11.2 (d) keep on speaking until someone listens and does something to stop the bullying;
  - 11.2 (e) don't blame yourself for what has happened.
- 11.3 When you are talking to an adult about bullying, be clear about;
- 11.3 (a) what has happened to you;
  - 11.3 (b) how often it has happened;
  - 11.3 (c) who was involved;
  - 11.3 (d) who saw what was happening;
  - 11.3 (e) where it happened;
  - 11.3 (f) what you have done about it already.
- 11.4 If you experience bullying by mobile phone text messages or e-mail:
- 11.4 (a) tell a friend, parent or teacher;
  - 11.4 (b) be careful who you have give your mobile phone or email address to;
  - 11.4 (c) make a note of exactly when a threatening message was sent;
  - 11.4 (d) keep a copy of the message in case other agencies need to be involved.

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Reviewer: **Mr N. Tones**  
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Headteacher: **Mrs J. Ruse**

# ANTI-BULLYING FLOW DIAGRAM

