



**CROSFIELDS**  
SCHOOL

**ANTI-BULLYING POLICY (A8)**

<b>Person responsible:</b>	<b>Deputy Head (Pastoral)</b>
<b>Review Date:</b>	<b>Autumn 2020</b>
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<b>References/Websites:</b>	<b>Behaviour &amp; Disciplinary Procedures Policy (A4) Safeguarding &amp; Child Protection Policy (A6) Rewards and Sanctions Policy (A4) Equal Opportunities Policy (A15) Acceptable Use Policy PSHE Policy &amp; Curriculum Keeping Children Safe in Education (2019)</b>

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## **1. Aims and Objectives**

Crosfields does not tolerate any form of bullying. This policy aims to ensure that all pupils learn in a mutually supportive caring and safe environment without fear of being bullied. All members of the community are expected to base their behaviour on respect for one another, regardless of differences of age, race, status, sex or sexual orientation.

## **2. Definition**

Bullying may be defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This definition is designed to cover all types of bullying and including cyber-bullying.

Bullying may include racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (social websites, mobile phones, texts messages, photographs and e-mails) elements. Bullying may also be directed at children who have Special Educational Needs. It can cause significant psychological damage - even suicide - and could raise Child Protection concerns.

There are four main forms of bullying. These are:

- **Verbal**  
For example, name calling, teasing, "banter", insulting, writing notes, sending electronic messages, making threats or abuse of any kind.
- **Physical**  
For example, hitting, kicking, spitting, unwanted physical contact, removing belongings, damaging property  
Intimidating behaviour including pushing, barging, queue jumping.
- **Emotional**  
For example, ostracising, tormenting, causing embarrassment, spreading rumours, gesturing.
- **Cyber**  
Cyber-bullying is all areas of internet/wifi misuse. This includes use of any device for instant messaging, e-mail, chat rooms or social networking sites such as Snapchat, Instagram, WhatsApp, Facebook and Twitter to harass, threaten or intimidate someone.

Bullying can occur between students or between members of staff and may also be carried out by students towards staff or vice versa.

Encouraging other people to engage in bullying behaviour is also bullying.

Whilst bullying behaviour is repeated over time, the school is aware that single incidents may be part of a pattern that does not immediately reveal itself. As such, the School uses MyConcern to log single incidents and then use the sanctions process to respond

accordingly. The DHP also keeps a Bullying Log file. As a result, the School can quickly spot patterns of behaviour that may well constitute bullying.

### **3. What is Cyberbullying?**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, as people forward on content at a click. Crosfields School is committed to working to achieve a school that is free of cyberbullying.

Cyberbullying is bullying of any of the above types which makes use, or misuse, of electronic forms of communication. This is a particularly powerful and invasive form of bullying and includes:

- Email and Internet chat room misuse
- Mobiles phone threats, intimidation and unkind messages and calls
- Using social media such as Facebook, SnapChat and Instagram (as three examples) to cause upset and / or provoke another person
- Misuse of associated technology e.g. camera and video facilities and by using the internet and phones to upset or threaten people, to post cruel messages, to send unpleasant photographs, to publish intimate or private details or images or to spread rumours
- Using cameras or video facilities inappropriately in order to intentionally harm, humiliate, embarrass or otherwise upset a person.

### **4. What is not bullying?**

It is important to realise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the community. It can be harmful to use the term 'bully' particularly if the evidence of bullying is inconclusive.

The following is a non-exhaustive list of behaviours which are not, in isolation, bullying behaviours:

- Not liking someone or not being liked by someone
- Being excluded from play or activities where there is no intention to humiliate or emotionally harm the person being excluded
- Accidentally bumping into someone
- Assertiveness
- A single act of telling a joke about someone although the difference between having a sense of humour and making fun of someone is very fine and people can misjudge this use of humour with negative consequences
- Arguments. Arguments are heated disagreements between two (or more) people (or groups). Conflict is a natural part of human behaviour. Peaceful resolution of conflict is a healthy and essential part of community, of society and of a world where there are differences
- Expression of negative thoughts or feelings regarding others. This is to be discouraged but does not constitute bullying per se, unless it is done repeatedly and encourages others to follow suit.

- Isolated acts of harassment, aggressive behaviour, intimidation or meanness are not necessarily bullying. They can become so if repeated over time. Whilst these isolated acts might not constitute bullying on their own, they should be dealt with by following the disciplinary procedure below, depending on the seriousness of the act.

## **5. Signs of bullying**

All bullying is damaging to those who experience it and those who perpetrate it. The consequences of bullying can last for many years, can undermine a person's confidence for life and can lead to lasting psychological damage and even suicide. There are criminal laws which apply to harassment and threatening behaviour and the school will involve outside agencies should it be necessary to do so.

The symptoms below are not exhaustive and may or may not be caused by bullying but when displayed the question of whether or not bullying is or has taken place should always be investigated. Consider the possibility of bullying when a child:

- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches
- Is frightened of walking to and from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Regularly feels ill in the morning
- Underperforms at school
- Comes home from school with clothes or property damaged
- Has possessions which are damaged or 'go missing' regularly
- Ask for or starts stealing money
- Continually 'loses' money
- Has unexplained cuts or bruises
- Exhibits signs of an eating disorder
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is evasive or frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber- message is received.

"Worry" boxes are placed around the school. These boxes are monitored regularly by designated teachers. The pupils with access to a device also have an online worry button which is monitored by Team Pastoral. When receiving a 'worry', Team Pastoral will respond with support for the pupil of concern and should they see fit, follow up with any disciplinary action following the procedures laid out below and in the Behaviour Policy and Rewards and Sanction Policy.

## **6. Prevention of bullying**

The main method of prevention is to sustain an environment which inherently assumes a culture of mutual self-respect within which bullying is not tolerated.

The problem of bullying and how to deal with it is addressed extensively in the school's PSHEE programme and new pupil induction. It is constantly reinforced through Collects and assemblies, circle time, tutor time, by teachers, prefects and senior pupils. Appropriate behaviour online is also taught throughout the E-safety programme via Computing lessons.

The school has a small cohort of pupils who have been trained by professionals to act as anti-bullying ambassadors within the school. Their role is to raise awareness of anti-social behaviour, encourage an open culture and also to instigate anti-bullying initiatives through assemblies, work with year/tutor groups and publicity campaigns.

All pupils are very aware of our zero tolerance stance. This stance is well communicated and pervades everything that we do. The school promotes a "talking culture" regarding bullying and pupils are aware of who they can approach.

Staff are trained through INSET sessions relating to classroom/behavioural management and a Safeguarding and Wellbeing newsletter is regularly circulated. Awareness of possible bullying is raised through pastoral team meetings and potential problems are highlighted for monitoring or action.

When necessary or appropriate, parental information evenings by outside speakers are set up to cover issues of importance such as bullying, cyber-bullying or sexting. The school's Anti-Bullying Policy is also available to all parents (and prospective parents) via the school website.

## **7. School Procedure for Dealing with Bullying**

### **Pupil procedure**

Crosfields pupils use a system called TAG designed by the school's student council:

#### ***What to do if I feel I am being bullied?***

*Do not blame yourself. Do not put up with it. Use TAG.*

*T – Tell the person how their actions make you feel*

*A – Ask them to stop*

*G – Get help from an adult if it doesn't stop*

#### ***Who can I talk to?***

*Any adult you trust: any teacher, TA, the school Nurse or a parent. They will listen and help.*

#### ***What if I see someone else being bullied?***

*Do not get involved in the bullying*

*Do not ignore it*

*Tell an adult you trust.*

## **School procedure**

The school will always respond to any allegations or suspicion of bullying. There is a staged approach to deal with incidents of bullying. Depending on the seriousness of the bullying, the incident will be dealt at the appropriate level.

### *Stage 1*

In the first instance, the school will try to bring the situation out into the open and attempt to understand both the bullying incident and its context. This is usually dealt with by tutors and pastoral leaders with the focus on understanding what has transpired and why it has been reported as bullying. Where appropriate a restorative approach is used. This involves the victim explaining to the perpetrator (either directly or through a third party) how s/he feels and the impact of the actions.

### *Stage 2*

If the bullying does not stop or is sufficiently developed, the school will expect the perpetrator(s) to sign a record of what has transpired and an intent to stop such behaviour. Parents will normally be informed and a sanction is likely. The Deputy Head Pastoral is usually actively involved at this stage.

### *Stage 3*

Should they not adhere to this formal undertaking, the school reserves the right to punish this offence through its staged disciplinary procedures including:

- Deputy Heads Detentions
- Formal Warning Suspension
- In extreme cases, by Expulsion

All incidents need to be recorded by the tutor/pastoral leaders. Any incident reaching Stage 2 must be referred to the Deputy Head Pastoral. In more extreme cases, it is likely that our staged approach will be by-passed and stiff sanctions will be applied immediately.

## **8. Possible disciplinary procedures**

- Verbal apology to the victim, in the presence of a teacher
- A handwritten letter of apology
- Some form of "community service", e.g. tidying and sorting lost property
- Detention
- Temporary isolation from other students
- Report card
- Removal of additional responsibilities and privileges such as attendance at extra curricular activities or school trips
- Headmaster's Detention
- A "consideration day" at home
- Suspension
- Expulsion

## **9. Conclusion**

It is absolutely forbidden to victimise, bully or discriminate against a member of the school community on any grounds including race, colour, religious beliefs or particular physical or mental attributes, personality traits or sexual orientation. Bullying, physical or verbal, begins where teasing ends and the dividing line between the two is very thin. There is no case for saying that a little bullying can teach you to stand up for yourself – that argument is out-dated and invalid. Pupils who indulge in rabbit punches, “bundling”, birthday beats and dead arms/legs, for example, become liable to severe disciplinary action.

Everybody has the following responsibilities: Anyone whose life is being made miserable by others should report this to an adult member of the community – this can be done in confidence and may save you and others much unhappiness. Anyone who, for whatever reason, is drawn into bullying should draw back immediately – it is shameful and weak to turn on another pupil and inflict any kind of cruelty. The large section of the school community that neither bullies nor is bullied should report suspicions and observations to those in authority, and not stand back and let it happen. Those in authority at Crosfields will respond strongly to deal appropriately with those pupils who are found to have bullied others.

This Policy also applies to EYFS.