



Policy Name: Anti Bullying Policy

General Statement

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment. St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Policy Statement

Our aim is to create a caring, supportive, and orderly environment where learning can flourish and be enjoyed by all.

The staff at St. Crispin's School are committed to providing and encouraging a caring and secure environment where all pupils can learn and develop to prepare them for adult life. To do this, it is vital that pupils, parents, staff and Proprietors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored.

Development of the Policy

This policy is based on our School Behaviour Policy and the evaluation of information and evidence gained from pupils, parents and staff through feedback, discussions in class and in assemblies and from other sources of help such as the DFE publication "Prevention and Tackling Bullying". It aims to outline the school's preventative strategies and procedures in cases of bullying. The effectiveness of this Policy and how the school could improve its monitoring of pupil behaviour is assessed through regular use of the questionnaire, discussions and talks in school assemblies, the School Council, Head Boy or Girl, and contact with parents.

Links to Other Policies

Further information regarding the standards of behaviour expected at St Crispin's can be found within the following policies:

- Behaviour Policy
- Attendance Policy
- Drugs Policy
- EDI Policy
- Safeguarding Policy
- Achieving Positive Behaviour
- Computer and Email Security for Pupils & Staff

- SEND Policy

Defining Bullying

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:

- Verbal e.g. name-calling, threatening harm, repeated teasing
 - Physical e.g. hitting, kicking, scratching, hair pulling
 - Ignoring or excluding
 - Turning friends against the victim
 - Cyber bullying via texts or the Internet
 - Sending nasty notes
- Bullying can be motivated by prejudice against groups on grounds of religion, race, gender, physical characteristics, disability or because a child is adopted or in the care system

Cyber Bullying

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen. Most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve several online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle. Cyber bullying will be dealt with within the school as a bullying case. Sanctions include the support of parents to adhere to a 'Restricted Communication Agreement' where electronic communication and social media communication is restricted and monitored.

Who Is Harmed When Bullying Occurs? In a word: everyone.

The Victim

When children experience bullying, they tend to become emotionally withdrawn. In cases where they were already quiet, shy and self-contained, they may become even more so, to the point where they have trouble interacting with their peers. Regular exposure to hurt, humiliation, and social isolation may cause them to sink deeper into a world of their own.

This world is not a happy one, however: it is filled with anxiety, depression, sadness and loneliness. Children may have trouble sleeping or eating and may become unable to enjoy activities they once did. Academic performance plummets, and they may even skip class or drop out of school. It is also important to note that anger and rage is one possible emotional response to bullying.

On the outside, the child may appear more anxious, may seek to avoid settings where bullying frequently occurs, and may fall ill (or seem to) more often than normal. If they had friends, they may isolate themselves from them. They may even be at increased risk of suicide, though this is a knotty issue that we will address in full below.

What Are the Lasting Psychological Impacts of Bullying?

Unfortunately, the effects of bullying aren't temporary, but last long into adulthood, and vary depending on the role of the person in the bullying situation.

The Victim

The long-lasting psychological impacts stem directly from the short-term impacts that children experience as the result of being consistently bullied. Depression and anxiety tend to characterise their emotional outlook well beyond the bullying years, extending into their adult lives where they become chronic, sometimes lifelong, problems. These issues make eating, sleeping, working, exercising and engaging in interesting hobbies – all the hallmarks of a full, balanced life – more difficult. They also make it more difficult to make and keep relationships, whether with friends or romantic partners.

It is actually emotional harm that lasts much longer than physical harm. Especially during childhood, when bodily damage heals readily, the victim's self-image may be permanently maimed: "Bullying is an attempt to instil fear and self-loathing."

This results in the bully victim's inability to trust himself or herself as a capable individual. In particular, this has effects during tough or difficult times, where the victim has been taught they are too weak or hopeless to persevere, and so they do not. This can have major repercussions for work, relationships and other trying life situations that require persistence and grit to overcome or succeed in.

They also have difficulty trusting people, have reduced occupational opportunities, and grow into adulthood with the tendency to be loners. They make fewer positive choices and act less often in defence of their own happiness, owing mostly to the lack of perceived control instilled in them during their childhood bullying.

The Bully

Bullies often grow up to be unhappy adults. Their methods of relating to the world around them often don't work very well in adulthood, where quick tempers and violent actions are generally shunned by society. They may have difficulty holding down a job, retaining friendships and maintaining romantic or even family relationships.

They may also be at greater risk for suicidal thoughts and behaviours, though this is more likely when they are bullied in addition to acting as a bully. However, most of the research that has been done has concentrated on the effects of bullying on those who get bullied rather than those who perpetrate the behaviour, so reports are limited of the lifelong impacts on bullies themselves. However, it is indisputable that bullies are at greater risk for antisocial personality disorder.

Both

Not surprisingly, those that both bully and were bullied at the same time display some of the most severe emotional handicaps in later life. Oftentimes bullies engage in learned behaviour, which they were taught in the home by abusive parents, siblings, relatives or caregivers. They often remained depressed and anxious well into later life.

The Observers

Many of the problems cited above for observers can leak into adulthood.

This is an excellent reason to talk to children about the harms of bullying and ensure that they have useful, actionable ways to respond to a bullying situation when they see it. When children feel as though they can do something about unfair behaviour, they avoid the issues that often attend helplessness, such as depression and anxiety.

Signs of Bullying

Why is it Important to Respond to Bullying? Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

For Parents and Staff, a child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do make less effort with school work than previously
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact. Becoming short tempered
- Change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Preventative Strategies

The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat each other and school staff with respect, and to teach children about the importance of understanding and tolerating differences between people. This may be done in discrete PSHE lessons and school assemblies or in class to respond to specific situations.

We also believe it necessary to regularly teach about the dangers of cyber-bullying. Other strategies to prevent bullying are:

- Taking part in Anti-Bullying Week and specifically targeted lessons where the whole school spends time on considering the current theme. This is delivered through assemblies, displays and classroom-based activities using age-appropriate activities.
- The Behaviour Code and 'Golden Rules' are displayed in each classroom and around the school and all pupils are aware of what is deemed acceptable and unacceptable behaviour.
- The School Council can meet with the Head to offer up pupil suggestions.
- Head Girl/Head Boy/Prefects patrol areas which have been identified as potential sites for incidents of bullying and assist the staff on duty at playtimes and lunchtimes.
- Benches have been provided near the playgrounds for pupils wishing to sit and not play.
- A supervised detention room is available every break (ICT Room) where pupils can be sent if they have been issued this sanction in line with the Behaviour Code.
- When the weather permits, playground and field games are available at lunchtime and playtime which encourage co-operative play.
- Lunchtime staff are given training on identifying bullying and how to deal with it.
- Staff encourage children to report bullying and create a positive and safe environment where pupils' concerns can be expressed and problems solved without fear of victimisation.
- We maintain an ethos of respect where all pupils are valued, not only by the teaching staff, but also by their peers.
- Education on bullying and related themes in PSHEE and assemblies.
- Raised staff awareness through training.
- Encouraging an ethos where all pupils will be prepared to refer and report bullying to staff, adults, or senior pupils.
- Briefing senior pupils, and especially those with responsibilities, on the need to be vigilant and to report any bullying behaviour.
- Deploying staff to patrol on duty during break and lunch periods.
- Ensuring a regular adult presence in the school's social areas.
- Ensuring that all members of the community are willing and able to report concerns, including through the use of the "Report a concern" button on the pupil portal.
- Promoting the role of senior pupils as mentors to the lower school pupils.
- Taking swift action (investigation) once an incident has been reported.

Vulnerable Children

We are an inclusive school and work every day to create a safe, secure and happy environment for all children, where everyone is accepted for who they are and where the differences between us are valued and celebrated. In our school, bullying is not tolerated. We are aware, however, that some children with SEN may be particularly vulnerable to bullying. To mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for children and parents.

Procedures for Dealing with Bullying

The Headteacher is informed of all cases of bullying that occur and a thorough investigation will take place. Cases of bullying are always dealt with by a senior member of staff and usually by the Headteacher. Parents of both parties will be contacted if the Headteacher feels it is necessary. Disciplinary measures must be applied fairly, consistently and reasonably, considering the needs of vulnerable pupils. It is important to consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. The consequences of bullying behaviour must reflect the seriousness of the incident so that the children see that bullying is unacceptable and punishable.

One option before Sanctions are imposed is getting the perpetrator and victim together (where appropriate) to enable shared understanding if possible (if agreed by the victim), to gather the pupils involved (if agreed by the victim) to discuss the issues within a protected environment to see if there are any underlying reasons and to see a resolution can be agreed.

Sanctions

These sanctions will depend on a variety of factors but must be applied consistently and fairly. In all cases the sanctions will include an apology to the victim. They may include:

- Detention - Being kept in at playtime/lunchtime for a fixed period - Being prevented from taking part in a treat
- Involvement of parents
- Short-term fixed exclusion
- Involvement of Community Support Officer (in serious cases)
- Sessions with the Learning Mentor to enable the perpetrator to understand the consequences of their behaviour and to develop strategies to prevent the behaviour happening again

Bullying Outside the School

Headteachers now have the power to try and regulate pupils' conduct when they are not on school premises. Bullying outside school will be investigated and acted upon. In these cases, the parents of victim and perpetrator will be involved as may members of the local community e.g. mosque leaders, Community Support Officer.

Recording and Reporting Incidents

The Headteacher has a duty to record and report incidents of racism to the Local Authority. He also records incidents of poor behaviour and bullying in a Behaviour Log. This Log can be used to detect any patterns of bullying towards or by a pupil. The Headteacher must decide when to report an incident of bullying to the Police or other authorities depending on the seriousness of the incident and other circumstances. The Headteacher will also need to decide if there is a need to involve other external services to support the child.

All reported incidents of negative behaviour, which may be indicative of bullying, are tracked via the incident log on the school hub. This allows patterns of behaviour by or towards individuals to be identified.

Involvement of Parents and Pupils

The school will ensure that ALL pupils are involved in preventing and tackling bullying. Pupils will be made aware that they can help to tackle bullying if they report incidents that they have seen or have been made aware of. If they do not report incidents pupils need to be aware that they can contribute towards bullying. Parents will be made aware of the content of the school's Anti-Bullying Policy and we hope that they will feel confident that the school will take any complaint of bullying seriously and that it will be dealt with. The school in turn will expect the parents to reinforce at home the importance of good behaviour and to support any sanctions the school may give to a perpetrator of bullying.

Legislation

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Act also gives Headteachers the ability to ensure that pupils behave when not on school premises or under the lawful control of school staff. This can relate to bullying incidents occurring anywhere eg at local shops or cyber-bullying. The Equality Act 2010 provides for a Public-Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity
- Foster good relationships between people: the measures taken by schools regarding behaviour and bullying prevention **MUST** be communicated to all staff, parents and pupils

This School Policy was adopted by St. Crispin's School Limited on:
05/05/17

To be reviewed: Annually

Reviewed/Updated:
26/02/18, 27/02/19, 17/02/20, 19/02/21
24/02/22

Signed on behalf of the Provider:



Mr. A. Atkin (Headmaster).