

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
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The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG

ANTI-BULLYING POLICY

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Responsibility: AH Students 7-11
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Statement of intent

All children and young people at Crossley Heath are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

1. What is bullying?

- 1.1. Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.
- 1.2. Bullying is generally characterised by:
 - Repetition: Incidents are not one-offs but frequent and happen over a period of time.
 - Intent: The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
 - Targeting: Bullying is generally targeted at a specific individual or group.
 - Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

2. What does bullying look and sound like?

- 2.1. Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 2.2. Categories of bullying include:
 - **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing, making threats.
 - **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.
 - **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another student, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.
 - **Cyber** – online threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

3. Prevention

- 3.1. Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work.
- 3.2. Bullying will be discussed as part of the PSHCE curriculum, and diversity, difference and respect for others should be promoted and celebrated through assemblies, lessons and through form tutor led programmes such as the Resilience programme in Year 7.
- 3.3. Changing and organising seating arrangements in class can help to prevent instances of bullying.
- 3.4. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.
- 3.5. All members of the school community will be made aware of the school's Anti-Bullying Policy.
- 3.6. All staff members will receive training on identifying and dealing with bullying.
- 3.7. A safe, supervised place, such as the LRC, or the AL office will be available as a safe place for students to go to at lunch if they are involved in conflict with their peers.
- 4.9 Code of Conduct and RESPECT posters are displayed in each classroom which emphasise that respect should be shown to all individuals within the school. Each Year 7 form group writes and

agrees upon a Class Charter at the start of each year which emphasises the importance of respect for others.

4. Staff guidance principles

- 4.1. Prevention will be at the forefront of our Anti- Bullying Policy.
- 4.2. Staff will treat reports of bullying very seriously.
- 4.3. Staff will not ignore suspected bullying.
- 4.4. Unpleasantness from one student towards another will always be challenged and never ignored.
- 4.5. Staff will take action immediately.
- 4.6. Staff will respect students' privacy, and information about specific instances of bullying will not be discussed with others, unless in a setting that the victim gives consent to.
- 4.7. Follow-up support will be given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

5. Roles and responsibilities

- 5.1. It is the responsibility of all staff to be alert to possible harassment of students and deal with incidents of bullying as the highest priority.
- 5.2. The governors will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
- 5.3. The Assistant Head (AH) (7-11) will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The ALs will keep a record of all reported incidents and carry out analysis of trends and report to SLT.
- 5.4. Each Achievement Leader (AL) will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
- 5.5. Form Tutors will be alert to social dynamics in their class and be available for students who wish to report bullying. They will also provide follow-up support following bullying incidents.
- 5.6. Subject teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's Achievement Leader (AL) of such observations. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.
- 5.7. Parents/carers should inform their child's Form Tutor if they are concerned that their child may be bullied or be involved in bullying.
- 5.8. Students should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, students should walk away from any dangerous situations and avoid involving other students in incidents. Students should be advised to retain all evidence of cyber-bullying.

6. Procedures for dealing with bullying

- 6.1. Minor incidents will be reported to the students' Form Tutor, who should investigate the incident, set appropriate sanctions for the perpetrator, and inform the AL via PARS or email of the incident and outcome.
- 6.2. The procedure outlined below will be adopted by all staff in serious incidents.
- 6.3. **Interviews:**
 - 6.3.1. The victim, alleged bully and witnesses are all to be interviewed separately.
 - 6.3.2. Try to ensure that there is no possibility of contact between the students interviewed, (for example by texting).
 - 6.3.3. If a student is injured, take the student immediately to the First Aider for a medical opinion on the extent of their injuries.

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- 6.3.4. Use a room that allows you to interview in privacy and allow appropriate time. The support of a second member of staff is recommended for serious incidents to act as a witness and take full notes of the interviews.
- 6.3.5. If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.
- 6.3.6. Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- 6.3.7. Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.
- 6.3.8. Inform all students concerned that they must not discuss the interview with other students.

6.4. Record keeping:

The AL who was informed by the Form Tutor (FT) or who conducted the interviews should write a summary of the incident and enter the details onto CPOMS.

6.5. Action and sanctions:

Conventional sanctions, such as after-school detentions, may be imposed. In addition to this, the following actions should be considered. Discretion can be used.

6.5.1. Appropriate action to deal with the bully:

- The student will be helped to understand the consequences of his/her actions and receive a warning about consequences if repeat offences occur.
- Reconciliation will be aimed for and the bully will be encouraged to give an apology. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- The student will be made to realise the distress they are causing and will be encouraged to change their behaviour.
- An agreement should be reached with the student on what is reasonable long-term behaviour.
- The bully will be prepared to face their peer group by discussing what they will say to them.
- Parents will be informed about bullying incidents and what action is being taken. Face-to-face meetings between the AL and parents may be appropriate.
- Students involved will be informally monitored by the FT and AL over the next half-term.

6.6. Appropriate actions to deal with the victim:

- 6.6.1. If the student visits the First Aider, she should informally check whether the bullying has stopped.
- 6.6.2. The Form Tutor should informally check whether the bullying has stopped on a weekly basis for a month after the last reported complaint of bullying.
- 6.6.3. The AL should formally check whether the bullying has stopped the week after the last reported complaint of bullying, and again during the same half term. The AL should report the matter to the AH, if the bullying is reported to continue for more than four weeks.
- 6.6.4. The AH should report the matter to the Head Teacher (HT) if the bullying continues for more than six weeks.
- 6.6.5. If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.

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- 6.6.6. Encourage the victim to tell a trusted adult in school if bullying is repeated.
- 6.6.7. Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.

6.7. Follow-up:

- 6.7.1. The progress of both the bully and the victim should be monitored by their Form Tutors. One-on-one sessions to discuss how they are getting on may be appropriate.
- 6.7.2. If the incident was sufficiently serious, follow-up communication from the AL with parents a month after the incident may be necessary.
- 6.7.3. Students who have been bullied will be supported by:
 - Being listened to and having an immediate opportunity to meet with their AL or a member of staff of their choice.
 - Being reassured.
 - Being offered continued support.
 - Being offered counselling where appropriate.
- 6.7.4. Students who have bullied others will be supported by:
 - Receiving a consequence to their actions.
 - Being able to discuss what happened.
 - Reflecting on why they became involved.
 - Understanding what they did wrong and why they need to change their behaviour.
 - Appropriate assistance from parents/carers.

7. Bullying outside of the school

- 7.1. Teachers have the power to discipline students for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises including when using school or public transport.
- 7.2. Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the staff member (for example on a school trip).
- 7.3. Head Teachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate students' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.
- 7.4. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Incident	<ul style="list-style-type: none">• Minor incidents will be reported to the students' Form tutor to investigate.• For more serious/ persistent incidents the victim, alleged bully and witnesses are all to be interviewed separately, preferably by the appropriate AL.• Seek First Aid if necessary.
Investigation	<ul style="list-style-type: none">• Interview all parties involved.• Limit contact and discussion between victim, bully and witnesses.• Take statements if necessary.• Avoid making premature assumptions.• Enter information on CPOMS.
Sanctions	<ul style="list-style-type: none">• Conventional sanctions, such as after-school detentions, exclusions may be pursued. Discretion can be used.• If appropriate for all, try for reconciliation.• Inform parents of all concerned about what action is being taken.
Follow Up	<ul style="list-style-type: none">• The Form tutor should informally check whether the bullying has stopped.• The AL should formally check whether the bullying has stopped.• If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.• Encourage the victim to tell a trusted adult in school if bullying is repeated• Inform parents of any further issues.
Support	<ul style="list-style-type: none">• Students who have been bullied will be supported by form tutor and AL, offered counselling if needed, work around social interactions and resilience if needed.• Students who have bullied others will be supported by sanctions for their actions, support from AL, tutor and counselling if needed, work around their social interactions.

Other relevant policies

Student Support and Behaviour

Guidance for safer working practice for those working with children and young people in education settings

Child Protection and Safeguarding