

Anti-bullying and Anti-harassment Policy

(Including EYFS and Aftercare)

A Foundation Safeguarding Policy
Regulatory Policy

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Anti-bullying and Anti-harassment Policy

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Anti-bullying and Anti-harassment Policy

1. Aims and objectives

Our community is based upon the values of kindness, respect, good manners and fairness. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. We expect all our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed, orderly, and positive atmosphere.

Foundation schools pride themselves on their respect and mutual tolerance. Parents/ guardians have an important role in supporting the schools in maintaining high standards of behavior. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together.

This policy is available to parents of pupils and prospective pupils on request. It is also communicated to all staff and pupils.

Bullying, harassment, victimisation and discrimination have no place in our community and will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to respect the staff, the school and each other, in return. All forms of bullying are unacceptable at our schools and any reported instances will be recorded and, where appropriate, will result in disciplinary action.

Single incidents will be dealt with under the Behaviour Management Policy.

The aim of the Anti-bullying and Anti-harassment Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.

This policy applies to all pupils at Crackley Hall School, Crescent School and Princethorpe College.

2. Rationale

The Foundation, through its Christian ethos, overtly promotes the value of each individual and the need for kindness tolerance and mutual respect. We actively campaign against bullying and harassment and as a community we acknowledge our responsibility to protect all individuals in our school and to act promptly if any cases of bullying and harassment are discovered.

Within the Foundation anti-bullying and harassment have no part of the culture and in every classroom, we display the anti-bullying charter.

Crackley Hall

Our Ethos Statement is:

Following the teaching and example of Jesus, we celebrate everybody, every day, creating a safe school family where we love, learn and grow.

Our Mission Statement is:

The aim of the school is to care for and nurture each individual child, based on sound Christian principles. We believe in developing each child to their full potential during their time with us. The Christian principles of being loved and valued permeate every day, creating a secure environment for purposeful and effective teaching and learning. We place Christ at the centre of our lives, sharing core values that instill dignity and respect.

Crescent

As a school community, Crescent School shares certain core values and beliefs. We seek to foster and develop the qualities of kindness, tolerance and mutual respect in a safe and caring environment, where staff and families work together to deliver an inspiring, challenging and varied curriculum.

Our shared values are expressed in the Crescent School Promise:

Good Citizens

We try to keep safe and be responsible

We respect everyone and we celebrate our differences

We are honest and tell the truth

We keep our school tidy and take pride in our clothes and our uniform

Good Friends

We are kind and helpful

We are creative and learn from our mistakes

We forgive each other and work things out together

We are gentle and caring

We use good manners all the time

Good Learners

We work hard and try our best

We never give up and always try again

We are calm and sensible

We listen and don't interrupt

These simple guidelines and convictions, shared by staff and pupils, are at the heart of everything we do.

Princethorpe

The Missionaries of the Sacred Heart founded Princethorpe College in the traditions of the Spirituality of the Heart to create a caring Christian family where the needs and beliefs of each member of the College Community are recognised and respected.

- We encourage personal spirituality, moral development and self-respect based on Gospel values: love of God and love of one's neighbour.
- We foster the fulfilment of each pupil's potential, pursuing excellence in all areas of school life.
- We prepare each pupil to be a positive, tolerant member of our multi-cultural society, being generous of spirit in serving others.

- We view the giving of encouragement, affirmation and praise as essential to the ethos of the College.

The Christian ethos permeates the school, nurturing relationships and creating a distinctive and unique environment for purposeful and effective teaching and learning.

3. Anti-bullying and Anti-harassment Charter

- Every member of our School Community has the right to feel happy, safe and secure.
- No one should suffer in silence – talk to a friend.
- If you see or hear bullying it is your responsibility to report it to an adult you trust.
- Respect people as individuals because everyone is different.
- No one should experience mental or physical abuse.
- Bullies should be aware of the consequences of their actions.
- Don't bully people because you have been bullied. Bullies, as well as victims, can get help.

If you have any concerns about bullying, please tell a teacher. We realise you don't like 'grassing' on others, but it is for the bully's own good in the long run and for the good of the victim.

Name calling is bullying – it is never a joke or 'banter' and will be taken seriously.

If you spread gossip or write any negative comments on social networking websites such as "Snapchat", "Instagram", "Facebook" or "Twitter" this is bullying too even if it takes place out of school.

4. Government Guidance

This policy has been drawn up with assistance from the guidance issued by the Department for Education (DfE), *Preventing and Tackling Bullying 2017* and will be reviewed against any subsequent government guidance issued from time to time.

5. Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken both to prevent and respond to bullying.

6. Definition of Bullying

Bullying is when a person's or group of people's behaviour is repeated over a period of time and intentionally hurts another pupil or group physically and/or emotionally. It can often be motivated by prejudice against particular groups on the grounds of:

- race;
- religion or belief;
- culture;
- sex;
- gender;
- homophobia;
- special educational needs and disability;
- a child is adopted or is a carer.

Bullying may occur directly or through cyber-technology, (social websites, mobile devices, text messages, photographs and e-mail).

Bullying may leave someone feeling one or more of the following:

- physically and/or mentally hurt or worried;
- unsafe and/or frightened;
- unable to do well and achieve;
- 'badly different', alone, unimportant and/or unvalued;
- unable to see a happy and exciting future for themselves.

Bullying can and does result in serious long-term damage to the emotional welfare of its victims. It causes psychological damage, undermines confidence and self-esteem and destroys their sense of personal security. It can have a long-term negative effect on young people's lives and in worst case scenarios can even result in suicide or self-harming.

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they know feels like this, it must be investigated. This will happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation, and it is not always bullying – so the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it;
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident;
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves;
- it can be:
 - Physical, e.g. kicking, hitting, taking and damaging belongings;
 - Verbal, e.g. name calling, taunting, threats, offensive remarks;
 - Relational, e.g. spreading nasty stories, gossiping, excluding from social groups;
 - Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM).

The threat of cyber-bullying

As mentioned in the definition above, cyber-bullying is a serious threat, where digital technology such as mobile devices, shared gaming platforms, chat rooms, social media and the internet in general can be used to target others, often anonymously.

The Foundation IT policies highlight the need for appropriate use of IT in the schools. Internet usage is monitored and any inappropriate usage that is potentially related to cyber bullying, radicalisation or safeguarding are immediately brought to the attention of the DSLs. Any evidence, such as mobile devices or records of usage, will be preserved in case of the need for further investigation, potentially involving the police. The school has managed filtering systems in place to make sure that inappropriate materials are not viewed or accessed by the pupils.

As part of their learning in PSHE /CORE, computing, RS and assemblies, pupils in our schools are given guidance and advice on how to stay safe online, including when they are outside of school.

7. Creating an environment where bullying does not thrive

The schools will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on schools' notice boards and will be discussed with pupils at the start of the school year. It will also be revisited as necessary during PSHE sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves eg drama, physical education, national anti-bullying week. Opportunities will also be sought to allow parents to contribute to the schools' actions to prevent bullying.

- Staff and teachers are trained to recognize the symptoms of bullying and to be aware of how they might affect victims. Staff are made aware that bullying often occurs away from the view of teachers and outside of lesson times. This might include changing rooms, in corridors or secluded areas of the site or at break times.
- New members of staff are required to read a copy of the School's Anti-Bullying and Anti-harassment policy, and its contents are then discussed.
- Teachers should use a range of methods to help prevent bullying, and to establish a climate of trust and respect for all. They should use drama; role play and stories within the formal curriculum to help pupils understand the feelings of bullied children and to realise the restraint required to prevent them falling into bullying behaviour.
- The schools will take part in national initiatives to promote tolerance and mutual respect during assemblies, and in displays around the school.
- Victims of bullying and harassment are encouraged to report any problems immediately to a member of staff.
- All pupils will be actively encouraged to report incidents of potential bullying that they witness happening to another child.
- When a report of bullying is made pupils should be assured that the member of staff will undertake a full and fair investigation into the allegations. It should be made clear that whilst it might be necessary to pass on the information that is disclosed to another member of staff, the pupil's wishes will be respected as far as good practice will allow, and according to School policies and procedures on confidentiality and child protection.
- Staff should always, but particularly outside the classroom, watch out for pupils who are potential or known victims of bullying and try to ensure that they are protected from further distress.
- Friends of the victims of bullying will be encouraged, as appropriate, to offer support and to ensure that the victim is included in group activities.
- Victims of bullying, and their parents, will be kept informed of any action being taken against the bully at an appropriate level.
- Internet access within the school system is closely monitored to reduce the likelihood of cyber bullying. Guidance is also offered to pupils to avoid risk of this kind of bullying outside

of school, including advice on keeping names, addresses, passwords, mobile phone numbers and other personal details safe and secure.

- Involving parents: Parents have an important part to play in recognizing the signs of bullying and keeping the school informed of any concerns they may have. This may apply particularly to inappropriate or abusive use of electronic communication from home. Parents will be kept informed of school policies and initiatives in information meetings, newsletters, the school website, children's planners and workshops when appropriate.

8. Identifying and reporting concerns about bullying and harassment

All concerns about bullying and harassment will be taken seriously and investigated thoroughly.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- talking to a member of staff of their choice e.g. Class Teacher, Tutor/co-tutor, Head of House, Chaplaincy Team, Deputy Head Pastoral;
- Crackley Hall & Crescent: talking to a member of staff of their choice e.g. Class Teacher, Teaching Assistant, Deputy Head, Head
- Princethorpe College
 - pupils are able to text the pupil helpline
 - write an anonymous account of bullying incidents and placing it in their Head of House's Office;
- contacting local and national support agencies for advice/support

Parents are encouraged to report concerns about bullying immediately and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families without school involvement can lead to problems escalating.

Signs and symptoms of bullying

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration.

Adults should be alerted to the possibility of bullying if a child shows any of the following signs and symptoms, and report any concerns to the Head, Deputy Head or Assistant Head:

- is frightened of other pupils, or of staff;
- avoids other pupils or staff because of fear;
- changes their usual routine;
- is unwilling to return to school (school phobic);
- begins to miss commitments;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;

- begins to do poorly in schoolwork;
- has torn clothes or damaged books;
- has possessions damaged or “go missing”;
- asks for money or starts stealing money (to pay bully);
- has money continually “lost”;
- has unexplained cuts or bruises;
- cuts mealtimes or is reluctant to sit with peers at meals;
- becomes aggressive, disruptive or unreasonable;
- bullies others;
- stops eating;
- is frightened to say what’s wrong;
- gives improbable excuses for any of the above;
- begs staff member to do nothing about what they have seen or been told;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber-message is received.
- staff should be particularly aware of bullying toward the more vulnerable pupils, e.g. those with SEND, those children who are adopted or looked after by a carer.

9. Responding to reports about bullying and harassment

The schools of the Foundation will take the following steps when dealing with concerns about bullying (to include any individual incident that, if repeated, could constitute bullying) and harassment:

- if bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it;
- a clear account of the concern will be recorded and given to:
 - Crackley Hall: the DSL (Assistant Head) and the Class Teacher and Head will be informed;
 - Crescent School: the DSL and a member of the senior leadership team will be informed.
 - Princethorpe College: the Class Teacher, Tutor, Head of House/head of year/ Head of Sixth Form or Pastoral Deputy;
- staff will interview everyone involved and keep a detailed record. This will be held in line with the school’s data protection policy/practice;
- tutors/class teachers will be kept informed and if it persists the tutor will advise the appropriate subject teachers;
- parents and other relevant adults will be kept informed;
- where bullying occurs outside school, any other relevant schools or agencies may be informed about the concerns and any actions taken;
- disciplinary measures will be taken as appropriate;
- all records of reported incidents of bullying are filed within the personal files of each pupil involved on CPOMs.
 - Crackley Hall: they are maintained by the DSL (Assistant Head)
 - Crescent School: they are maintained by the Head.
 - Princethorpe College: these files are retained throughout the duration of each pupil’s school career.
- all incidents are monitored for as long as necessary thereafter by
 - Crackley Hall: DSL (Assistant Head)
 - Crescent: DSL (Assistant Head) Head
 - Princethorpe College: Heads of House, Pastoral Deputy;
 and other staff as appropriate.
- subsequent actions may include:

- sharing information with some or all colleagues and with appropriate pupils e.g. at Princethorpe College this may include prefects so that they may be alert to the need to monitor certain pupils closely;
- on-going counselling and support for victim and perpetrator
- increased levels of vigilance to prevent recurrence;
- mentioning the incident at Pastoral and Staff Briefings;
- reviewing vulnerable individuals and areas of the School;
- monitoring and examination, where possible, of all electronic communication between the bully and the victim, including the use of social networking sites;
- Crackley Hall: there is a standing agenda item at all weekly briefings and SLT meetings for the discussion of 'Pupil Matters', including bullying incidents both new and / or ongoing.
- Crescent School: there are standing safeguarding and pastoral agenda items at staff meetings which will include incidents of bullying.
- Princethorpe College: there is a standing agenda item at all weekly Head of House / Pastoral Deputy meetings for the discussion of bullying incidents both new and / or ongoing.
- Tutors, Class Teachers, Heads of House and the Deputy Head Pastoral must monitor incidents to ensure that actions taken are effective. This can be measured through observation and discussion with the parties involved. Where appropriate feedback will be sought from parents to validate further the effectiveness of the intervention;
- a record of every bullying incident is kept, and these records are collated in a single location accessible by
 - Crackley Hall: the Senior Leadership Team;
 - Crescent School: the senior leadership team;
 - Princethorpe College: Heads of House/Head of year/Head of Sixth Form and the Deputy Head Pastoral;

Using these sources, the senior leadership team and Pastoral staff can monitor incidents across the schools and through the entire school career of each pupil. Using this system staff should make informed decisions and assess further actions required if patterns of bullying are identified.

A report should, in the first instance, be made to one of the members of the SLT.

After allowing for the school to take necessary action, should a child or adult in the school feel that their report has not been dealt with appropriately, they may contact authorities such as the police or social services. Examples of instances for referral to MASH, (including social services), Prevent Team or the police would be sustained periods of bullying, certain types of bullying (illegal acts, racial bullying, emotional bullying in the home, etc). Contact details for these bodies are available from the Deputy Head or any other member of the SLT.

Pupils

If a pupil feels they are being bullied or harassed the following guidance should be given:

- tell someone – the head, form teacher, parents, anyone they trust;
- don't fight back or buy the bully off with sweets or money;
- try not to be on your own in places where bullying could happen;
- write down, if possible, details of the incident;
- take care not to be over-sensitive, remember that we are all different;
- try not to show the bully you are upset;
- learn strategies for protection of your personal sensitivities;
- be proud of who you are, remember that you are special.

Pupils who have been bullied or harassed will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- providing reassurance that the bullying will be addressed;
- offering continuous support;
- restoring self-esteem and confidence;
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.

Pupils who have bullied or harassed will be helped by:

- discussing what happened;
- discovering why the pupil became involved in that behaviour;
- establishing the wrongdoing and need to change;
- informing parents to help change the attitude of the pupil;
- the use of specialist interventions and/or referrals to other agencies where appropriate.

Pupils are encouraged, at assemblies and when appropriate or necessary, to report incidents of bullying immediately to a member of staff. They may not be involved in the incident but may be a bystander; this should not prevent them from reporting an incident. We expect our pupils to support and look out for their peers.

The following disciplinary steps may be taken:

- official warnings to cease offending;
- restorative meeting between all parties involved;
- peer mediation;
- use of the detention system e.g. lunchtime, after school, Saturday detention;
- Princethorpe College: exclusion from certain areas of school premises;
- Princethorpe College: exclusion from the use of school buses;
- Princethorpe College: confiscation of mobile phones within school;
- Suspension
- permanent exclusion.

Parents

If a parent believes their child is being bullied, they should use the following guidelines.

- contact the school, ideally allowing Head of Early Years, Assistant Heads, Deputy Head or Head to follow the process laid out;
 - support their child by listening to their anxieties but do not dwell on them;
 - boost their child's self-confidence;
 - try to see if there is an alternative explanation for the incident or comment which caused the upset;
 - work with the school to reach a successful solution for the child;
 - remember coping with a variety of other people is part of the experience of life;
 - if a successful conclusion cannot be reached then parents should follow the school's Parental Complaints Procedure.
- Most concerns about bullying and harassment will be resolved through discussion between home and school.
 - Where a pupil is involved in bullying or harassing others outside school, e.g. on the bus or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
 - Referral of the family to external support agencies will be made where appropriate.

Monitoring

Once an incident has come to the attention of staff, it is reported, and a very clear procedure must be agreed between home and school to ensure both the bully and the bullied are appropriately supported and fully understood.

10. Organisation and Procedure

Once an incident of bullying is reported, in the first instance both sides will be listened to, and any underlying problems will be identified.

As appropriate the Head or Deputy or Assistant Head will speak to both sets of parents or to the respective people, as necessary.

There should be mutual understanding between school, home and children.

As appropriate the schools' Behaviour Policy and/or Staff Code of Conduct are followed, in particular with the implementation of disciplinary sanctions.

As bullying is so contrary to the ethos of our schools, a persistent bully might, after consultation with the parents, be excluded, having due regard to the school's Behaviour and Relationship Policy.

Recording of Incidents

A record of incidents of bullying is kept centrally in the files of all children involved, along with any actions taken as a consequence. Records of bullying will be kept on CPOMS and regularly reviewed by members of the pastoral team.

Staff Induction and Training

- All new staff will be made aware of the contents of this policy and the legal requirements of adhering to it and in ensuring that stated procedures are carried out.
- Ongoing training will be provided to all staff at INSET or staff meetings.
- All staff are encouraged to be alert of signs of bullying, and to take action if they see fit, following the principles of this policy.
- Concerns about children are a standing item at SLT and staff meetings, and this provides an ideal opportunity to take action to reduce the risk of bullying at times and in places where it is most likely.
- Staff training will be planned to equip staff with the skills to be able to meet all pupils' needs, including restorative practices, specialised skills to understand the needs of their pupils, including those with SEND and lesbian, gay, bisexual and transgender (LGBT) pupils.

A copy of the Anti-bullying and Anti-harassment Policy is made available to parents on request.

11. Preventative measures

Foundation schools will

- raise awareness of the nature of bullying and harassment through inclusion in tutor time, PSHE, the 'Taking Care Programme' at Crackley Hall and Crescent, assemblies, subject curriculum, displays, peer support and the School Council as appropriate, in an attempt to eradicate such behaviour;
- participate in national and local initiatives such as Anti-bullying Week;
- consider the use of specific strategies, for example peer mentoring, on a regular basis
- actively provide systematic opportunities to develop pupil's social and emotional skills, including their resilience;
- train all staff to identify bullying and follow school policy and procedures on bullying;
- actively create "safe spaces" for vulnerable pupils eg the library, pastoral corridor, chaplaincy, SEND department, and ICT rooms at breaks and lunchtimes.

12. Monitoring, evaluation and review

Crackley Hall

The Assistant Head Pastoral will lead on the implementation of this policy and will monitor instances of bullying.

Crescent

The Assistant Head, Pastoral will lead the implementation of this policy and will monitor instances of bullying.

Princethorpe

The Deputy Head Pastoral will lead on the implementation of this policy and will monitor instances of bullying.

The monitoring, evaluation and review will inform the planning of the, PSHE programme, tutor-time curriculum and assemblies and future planning, policy and reaction.

It is the responsibility of the above to update the policy at any time when it is appropriate and necessary. In any event this policy and any associated procedures will be reviewed annually. The schools' Behaviour Policies will be reviewed at the same time. Any changes will be notified to all staff immediately.

Trustees will review the levels of bullying and any patterns when the DSL meets with the NST at each school.