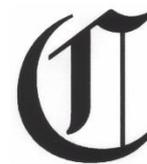


# **Craigclowan School**



## **Anti-Bullying Policy**

Reviewed January 2019  
Due for Review January 2021  
L Henderson



## Craigclowan Anti Bullying Policy

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### Policy Statement

This document should be read in conjunction with the school's Child Protection Policy. The school is committed to train staff on a regular basis to manage all aspects related to these policies. This policy pays due regard to the DCSF guidance on bullying which is contained in 'Safe to Learn – Embedding anti bullying work in schools', and DfE advice *Preventing and Tackling Bullying* (2011).

Bullying is taken seriously at Craigclowan and all reported incidents are recorded and appropriate action taken. Parents are encouraged to support the work of the school and the children are regularly reminded of their responsibilities for the happiness of those around them. Staff receive regular formal and informal training are encouraged to look for and report worries about children in their care.

This policy applies to all pupils and staff at Craigclowan ("the School") irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs and should enable children, parents and staff to feel confident in reporting concerns about any member of the community.

### Policy Aims

Through the operation of this policy we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School
- Enable children, parents and staff to feel confident in reporting concerns about any member of the community
- to deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, if necessary, by expulsion.

Bullying behaviour is always unacceptable and will not be tolerated at the School because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them
- it interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation
- it is contrary to all our aims and values, our internal culture and the reputation of the School
- It is recognised that bullying in any form can cause significant and long lasting physical and psychological damage which can even lead to suicide.

# **1 Bullying Behaviour**

## **1.1 Meaning**

Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened.

Examples are:

- physical bullying - hitting, kicking pushing people around, spitting; or taking, damaging or hiding possessions
- verbal bullying - name-calling, taunting, teasing, insulting, sexual/sexist, homophobic or racist remarks or demanding money
- exclusionary behaviour - intimidating, isolating or excluding a person from a group
- sexual harassment - talking to or touching someone in a sexually inappropriate way
- general unkindness - spreading rumours or writing unkind notes, phone texts or e-mails
- racial, cultural or religious harassment
- teasing someone because of a disability or special educational needs

## **1.2 Cyberbullying**

Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones, text message, photographs, social networking sites, email and the internet, deliberately to upset someone else. (See *Cyberbullying: safe to learn: embedding anti-bullying work in schools* (DCSF 00658-2007, guidance issued by the Department for Children, Schools and Families).

## **1.3 Intention**

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

## **1.4 Responsibility**

It is everyone's responsibility to ensure, whatever the circumstances, that no pupil becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because s/he is new in the School, appears to be uncertain or has no friends. S/he may also become a target because of an irrational decision by a bully.

## **1.5 Legal aspects**

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. There are criminal laws relating to harassment and threatening behaviour.

## **2 Anti-Bullying Culture**

### **2.1 Ethos**

Our expectation of all members of the School community is that:

- everyone will uphold the rules which are printed in the Staff and Parents' Handbooks
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it
- a complaint of bullying will always be taken seriously
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied

### **2.2 Equal Opportunities**

In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable
- positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the School
- positive attitudes are fostered towards both sexes through the curriculum and tutorials

### **2.3 Staff**

Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

- celebrating achievement
- anticipating problems and providing support
- disciplining sensibly and fairly
- making opportunities to listen to pupils
- acting as advocates of pupils

### **2.4 Pupils**

Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust, if they have a problem
- not to feel guilty about airing complaints
- to treat meals as pleasant social occasions

## **3 Anti-Bullying Systems**

### **3.1 Approach**

Our systems for detecting and dealing with bullying are designed to operate:

- vertically, through all year groups
- horizontally, within year groups and in the classroom and other activities

Our anti-bullying systems are implemented and driven in the way described below.

### 3.2 **Complaints**

A pupil who is being bullied should complain without delay and can do so in several ways. S/he can:

- tell his/her parents
- tell his/her Form Tutor or any member of staff
- tell the Headmaster, Deputy Heads or Head of Pre-school
- tell a responsible older pupil
- contact Childline (0800 1111)

### 3.3 **Vigilance**

Members of staff are vigilant at all times but particularly:

- before lessons
- in the queue for the Dining Hall and in the Dining Hall itself
- at play times
- in the changing rooms
- and on school transport

### 3.4 **Meetings**

Bullying should be discussed at the earliest opportunity once staff are aware of a problem this can take place at any time but include meetings between:

- members of the Senior Management Team
- staff during the staff briefing on a Friday breaktime
- senior management and prefects
- tutors and pupils in their tutor group
- School staff at any time

The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

### 3.5 **Record keeping**

Form Tutors maintain records of the welfare and development of individual pupils.

### 3.6 **Education**

The PSE curriculum includes lessons on bullying which cover:

- Who is the "bully"? Who is the "victim"?
- Why are some people "bullies" and others "victims"?
- What should a pupil do if s/he is bullied?
- What constitutes bullying? Where are the boundaries?
- What should be done if bullying is confirmed?

Videos may be shown to stimulate discussion.

CEOPS courses are given for all pupils and parents on cyberbullying and keeping safe on the internet.

Drama is also used to act out situations in order to increase pupils' awareness and understanding of bullying.

School assemblies are also used as an opportunity to discuss bullying and relationships in general and the correct response to situations.

### 3.7 **Staff Training**

- awareness of the risk and indications of child abuse and bullying, and how to deal with cases
- all staff will attend a cyberbullying and internet safety course run by the Deputy Head at Strathallan School who is CEOP trained.

And ensure that:

- there is an adequate presence of staff
- staff are actively involved with pupils in all areas of school when they are on duty
- attempts are made to avoid boredom and lack of purpose among pupils
- there is space available for pupils' quiet withdrawal
- there is no crowding in changing rooms
- good behaviour and discipline is maintained

### 3.8 **Pupils' Responsibilities**

We emphasise with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Older pupils are encouraged to keep an eye on younger pupils and offer support, where it is needed, and in particular:

- all senior pupils have the opportunity for duties but senior pupils who do not wish to have extended pastoral responsibilities are not coerced
- the responsibilities of senior pupils are appropriately limited
- members of staff expect senior pupils to offer supervisory support
- school prefects receive training at the beginning of the academic year on how to control younger pupils sensitively, especially in giving punishments

### 3.9 **Monitoring and reporting incidents**

Every serious complaint or report of bullying must be reported to the pupils' tutor, the Deputy Head or the Head of who monitors behaviour on an ongoing basis. This helps us to identify any patterns of bullying behaviour.

### 3.10 **Victim**

There are many reasons why a pupil who has suffered bullying may be reluctant to report it. S/he may become demoralised and may say, for example:

- X is telling tales. They won't believe me because the person I am complaining about is and popular and I am not, and I will become even more unpopular
- the things they are saying and doing are too embarrassing to discuss with an adult
- it is all my fault anyway for being overweight/too studious etc
- there are too many of them; there is nothing the staff can do
- it will get back to my parents and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lie low and not audition for a part in the school play etc

### 3.10.2 Witnesses

There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. S/he may say:

- it is "grassing" and I will become unpopular
- it is not my concern anyway
- I don't rate the victim and I would find it embarrassing to be associated with him/her

### 3.11 Culture

Any of these responses would be contrary to our culture at the School. When we drive and implement this policy we encourage every pupil to understand that:

- every complaint of bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of bullying
- a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis
- the primary aim will be for the bullying to cease, not the punishment of the bully unless necessary

## 4 Procedures

### 4.1 Guidelines

The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

### 4.2 Initial Complaint

A person in authority who learns of alleged bullying behaviour should:

- firstly, offer advice, support and reassurance to the alleged victim
- report the allegation to the Form Tutor of the victim and the Form Tutor of the alleged bully as soon as possible

The Form Tutor must:

- record the complaint, this will help us to identify any patterns of bullying behaviour
- contact the Deputy Head or Head to agree on a strategy, and on who will take the lead.

#### 4.3 **Assessment**

The victim's Form Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation:

- the nature of the incident/s - physical? verbal? exclusionary? etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed - Parents? The School's child protection officer? Social Services? The police?
- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?
- at this stage, the possible outcomes for an incident which is not too serious include
- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below)

#### 4.4 **Serious Incident**

If a Form Tutor believes that serious bullying behaviour:

- has occurred involving a pupil in his/her form; or
  - has recurred after warnings have been given to the "bully" s/he must inform the Head and the School's Designated Senior Person/Child Protection Officer (**CPO**)
- The CPO will then:
- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. S/he may decide to ask the Form Tutor to be present; send a summary of his/her findings to the Head, relevant Form Tutors, any other relevant staff.

The Head and/or the relevant Form Tutor will interview the alleged victim and bully separately:

- to confirm the facts of the case, if considered necessary
- to decide on the action to be taken in accordance with the Range of Action set out below

The Form Tutor, Deputy or Head will notify the parents of the victim and bully giving them details of the case and the action being taken.

#### 4.5 **Range of Action**

When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim
- advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict

- a disciplinary sanction against the bully such as a detention. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently
- action to break up a "power base"
- involving Social Services or the Police
- notifying the parents of one or both pupils about the case and the action which has been taken
- such other action as may appear to the Head to be appropriate
- noting the outcome

#### 4.6 **Monitoring**

The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils so that they may be alert to the need to monitor certain pupils closely
- ongoing counselling and support
- vigilance
- mentioning the incident at meetings of staff
- reviewing vulnerable individuals and areas of the School
- liaison between Form Tutors, the outcome being recorded

#### 4.7 **Formal Complaint**

If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the school's complaints procedure.

## Appendix 1 - Policy Summary

### Policy on Bullying

- 1 Every pupil at the School has the right to enjoy his/her learning and leisure time free from intimidation.
- 2 Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
- 3 To stand by, when someone else is being bullied, is to support bullying.
- 4 Pupils should support each other by reporting all instances of bullying to a member of staff or a responsible senior pupil.
- 5 Bullying will always be taken seriously.
- 6 A pupil who does not respond appropriately to advice or sanctions for bullying would ultimately have to leave the School.
- 7 A pupil who is being bullied or who witnesses a bullying incident should complain and can do so in several ways:
  - by informing his/her parents, his/her Form Tutor, or a member of staff, or a responsible older pupil
  - by contacting Childline (telephone 0800 1111)
- 8 Remember that bullying thrives on secrecy - it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully. It is always better to tell someone.