

CRANMORE



Anti-Bullying Policy

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

General Statement

It is the basic entitlement of all the staff and pupils here at Cranmore that they work and learn in a supportive, caring Christian community within an environment free from humiliation, oppression and abuse; where every member of our school community feels valued and respected and that each person is treated fairly and well. We aim to create a climate of mutual respect where everyone feels happy, safe, secure and nurtured. All members of the Cranmore Community should adhere to the Gospel values proclaimed in the Mission Statement.

Legislation and Guidance

- DfE: [“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”](#), July 2017
- [Keeping Children Safe in Education \(DfE, September 2023\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [The Equality Act 2010](#)
- [UKCIS and Department for Digital, Culture, Media and Sport guidance, Sharing nudes and semi-nudes advice for education settings working with child \(2020\)](#)
- [What to do if you're worried that a child is being abused \(March 2015\)](#)
- DfE: [Advice for parents and carers on cyberbullying](#)

What is 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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” - DfE Preventing and tackling bullying (July 2017)

Bullying is anti-social behaviour and affects everyone. Bullying is unacceptable at Cranmore and will not be tolerated. The School recognises the seriousness of bullying and the possibility of psychological damage if the situation is not resolved swiftly. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Pupils who are bullying need to learn different ways of behaviour. A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Any form of bullying will be viewed as a serious breach of school rules and will be dealt with accordingly.

Different types of bullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social networking sites such as Facebook, Snapchat & Instagram (& others not named here), via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Cranmore recognises that whilst acts of Cyberbullying rarely occur on the school premises it is our responsibility to:

- a. Be aware of methods of cyberbullying
- b. Inform our pupils how to avoid cyberbullying situations
- c. Encourage pupils and parents to take appropriate action and know who to approach

(1) Should bullying occur outside the school, parents should inform the Headteacher, Designated Safeguarding Lead, the Deputy Safeguarding Leads or the Class Tutor.

(2) Should parents find themselves as bystanders, they are encouraged to report any concerns about bullying to the school, including concerns they may have about other school families.

Verbal and cyberbullying may involve name calling or “banter”, making use of written notes, e-mails, mobile telephone messages or postings on social networking websites and may include threats of physical violence. Verbal bullying can consist of name calling, sarcasm, spreading rumours, excessive teasing, mocking, homophobic remark and comments if a child is adopted or if they are a carer.

Physical bullying often consists of deliberate jostling, bumping, pushing or shoving. Those responsible often maintain that it is accidental when it first comes to light. It is a criminal offence where it involves assault, actual bodily harm, or wounding. It may involve theft or damage to property, accompanied by the threat of violence or by the abuse of power.

Manipulative bullying manipulates social networks with the intention of insulting, excluding, ostracising or marginalising individuals from their friends and normal relationships. It may involve the spreading of

rumours or malicious accusations. It also includes being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures).

Child on child abuse (Including Sexual Violence and Sexual Harassment between children)

It is very important for all staff to recognise that children are capable of abusing their peers (including online). Cranmore has a zero-tolerance approach to abuse. It should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Child on child abuse rarely takes place in isolation and can often indicate wider safeguarding concerns that are linked to other things that are happening in a child’s life and/or the spaces in which they spend their time. This is known as extra familial harm, which simply means that assessments of children should consider whether wider environmental factors are present in a child’s life that may be a threat to their safety and/or welfare. All staff, but especially the DSL or Deputy DSL should consider the context within which such incidents and/or behaviours occur. Research has also shown that many children who present with harmful behaviour towards others, in the context of child on child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers. Children's Social Care should be informed of all such information to allow any assessment process to consider all the available evidence and the full context of any abuse.

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on child abuse can take various forms, including (but not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see Part five of KCSIE 2023)
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) - see section below
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child on child abuse. Signs that a child may be suffering from child on child abuse can also overlap with those indicating other forms of abuse (see Cranmore’s Safeguarding and Protecting Children Policy for further details on the indicators of abuse). Any child can be vulnerable to child on child abuse due to the strength of peer influence during adolescence.

Sexual violence and sexual harassment between children

Cranmore has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All reports and concerns, including those outside Cranmore or online will be taken seriously by Cranmore and those affected will be offered appropriate support. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups of individuals are potentially more at risk of child on child sexual violence.

Harmful sexual behaviour

Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma and should be offered appropriate support. Harmful sexual behaviour, like all child on child abuse, is never acceptable and will be taken seriously.

Sexual harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Child on child sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may also constitute sexual violence) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. This may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos - see section below
 - sharing of unwanted explicit content - see section below;
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

All cases of sexual harassment must be challenged. If not challenged, inappropriate behaviours can be normalised and provide an environment that may lead to sexual violence.

Sexual violence

References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

Prejudice-Based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. There is a need to address the root cause of prejudice as well as effectively responding to incidents as they arise. At Cranmore, we strive to create an environment where diversity is celebrated and name-calling and comments based on prejudice are challenged. Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

- Race
- Sex
- Religion or belief
- Sexual orientation

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

This policy uses the term ‘sharing nudes and semi-nudes’ to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline.

The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’.

Many professionals may refer to ‘nudes and semi-nudes’ as:

- Youth produced sexual imagery or ‘youth involved’ sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18
- ‘Sexting’. Many adults may use this term, however some young people interpret sexting as ‘writing and sharing explicit messages with people they know’ rather than sharing images
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes
- Terms such as ‘revenge porn’ and ‘upskirting’ are also used to refer to specific incidents of nudes and semi-nudes being shared

Staff should be aware of the dangers posed to children and young people in relation to sharing nudes and semi-nudes images and videos. Cranmore treats all such incidents as safeguarding matters to be actioned in accordance with this policy. Members of staff should not view any youth produced sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring to any incident of sharing nudes and semi-nudes images and videos, members of staff should describe the content of the images as reported to them.

Staff should report any concerns regarding sharing nudes and semi-nudes images and videos immediately to the DSL. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

Prevention

We use various methods to prevent bullying, which includes:

- Encouraging discussion and not making premature assumptions

- Adopting a problem solving approach
- Staff understanding this policy and having access to where the policy is kept
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week
- Supporting the victim and the bully
- Providing information through notice boards, posters (including Childline posters)
- Providing support through buddies, friendship group and peer support

As part of our on-going commitment to the safety and welfare both physical and emotional of our pupils, we provide the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti bullying week (*held annually in November: visits from guest speakers, PSHE lessons, Cranmore child friendly anti bullying leaflet is given to children and is available in form rooms*)
- PSHE lessons (*e.g. regular lessons on anti-bullying, respecting differences, inspirational quotes from different faiths/cultural backgrounds*).
- The School Council
- Year Group Assemblies led by Year Group Coordinator
- Class led assemblies
- Assemblies led by members of SLT
- Presentations on e-safety, cyberbullying and internet safety
- Buddy system/ House System
- Restorative approaches
- School Counsellor (*Weekly visits*)
- Staff Training
- External speakers for staff, pupils and parents
- Involving parents in conversations on how to deal with bullying and that they play a part to prevent bullying within the community

In all of the above, the focus is on avoiding prejudice-based language.

Staff Training

The school provides training to staff to ensure awareness of the policy; principles are understood; legal responsibilities are known, actions identified to resolve and prevent problems and that sources of support are available. All teaching staff are required to read this policy and undertake anti-bullying training on a yearly basis.

Signs of Bullying that staff and parents are advised to look out for are:

- Unwillingness to attend school/ feeling so anxious that they truant from school
- Withdrawn, isolated behaviour/ becoming depressed- they may actually become ill
- Complaining about missing possessions
- Refusal to talk about the problem/ low self esteem
- Being easily distressed or feeling unwell/ experiencing physical complaints- stomach aches and headaches brought on by stress

- Damaged or incomplete work

What to do if you feel you are being bullied

- As a member of the school, we expect you not to have to put up with any form of bullying behaviour. We can and will help you to put a stop to it.
- You should feel free to speak to your parents/guardian, a teacher or another member of staff if you are being bullied or if you have seen someone being bullied. Try to tell them straight away if you can.
- Do not be afraid of reporting any behaviour you think may be upsetting other students. Watching and doing nothing can suggest support for the bully.
- Do not put up with bullies or with behaviour that could be seen as bullying in your group of friends. Bullies often stop what they are doing if their friends make it clear that their behaviour is not acceptable.
- Take care how you act and speak towards other people. Always aim to be considerate and helpful.

What to do if you see someone being bullied

- Make it clear to the bully/bullies that you will not be involved in bullying behaviour
- Support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information where to get help
- Report it to someone in authority or someone you trust e.g. to a teacher, the school counsellor, a parent or a friend.
- Try not to make the situation worse by taking sides. You must not put yourself at risk. If in doubt, seek help from an adult immediately
- Lower Prep pupils can use the 'worry box' in their classrooms to ask for help. Upper Prep/ Senior pupils can access the 'worry' button on the VLE. There is also a box in the Library should anyone wish to meet with the School Counsellor.

Staff Responsibilities

All staff should know what the school policy is on bullying and follow it when bullying is reported. All incidents of bullying must be recorded on CPOMS. Staff will be required to choose a category of 'Behaviour Logs' and under 'Bullying'. This will allow the DSL/DDSL to be informed. Records are kept to enable any patterns to be identified. By recording single incidences, this helps identify first incidences of a potential series of bullying.

Staff must ensure that their behaviour and attitude both towards the pupils and each other should never be seen as bullying. All staff must be aware that adult behaviour can reinforce bullying. Staff should be conscious that they do nothing to condone aggressive behaviour. They must not display such behaviour themselves or accept it in others. Staff must also ensure that their behaviour never gives tacit support to bullying. For example, giving the pupils inappropriate nicknames or making reference to personal attributes. All staff have a duty and a responsibility to stop bullying or incidents they suspect may lead to bullying. **Staff should always be proactive and never assume that someone else will deal with it.**

Anti-Bullying Procedure

Bullying should be distinguished from isolated acts of unkindness. Most authorities on the subject of bullying stress that bullying is an on-going process, intended to hurt physically or emotionally and repeated over time. It does not include the occasional unkind, even cruel remark that children make to each other as part of the process of growing up. Such comments are not acceptable at Cranmore. Staff take such incidents seriously and will deal with the pupils involved. However, these incidents do not constitute bullying. If incidents of bullying occur at Cranmore, the following procedure is put into action either by the Class Tutor, the DSL/DDSL, depending on the nature and severity of the event. Incidents can be received directly by the victim, by their parents and observations of other people within the community. We follow a no blame approach, whereby *actions* may be unacceptable but *people* are not.

Action to take if bullying is suspected

- All incidents or suspected incidents of bullying are dealt with individually and immediately and recorded by the member of staff who has been approached
- Class tutors are to investigate the incidents, involving the Head of Year, DSL or the DDSLs
- As a general rule, serious incidents of bullying must be reported to the DSL or the DDSLs
- If a child reports an incident of bullying to you remain calm, offer constructive help, advice and support to the victim(s)
- Reassure the victim(s) that they will receive all the necessary support needed
- Keep detailed notes of every incident of bullying (see above re recording of such incidents)
- Note the nature of the event. Was it physical, emotional, verbal, racial, sexual, homophobic, cyber etc.?
- Note the number and names of people involved
- Note the motivation for the attack
- Parents should be informed and may be asked to come in to a meeting with a senior member of staff to discuss the problem
- Sanctions may be given on a case by case basis, taking into consideration the severity and persistency of the bullying. **Sanctions will be decided using the Behaviour and Discipline Policy.**
- Every effort should be made to encourage the bully (bullies) to change their behaviour
- In all cases, while the investigation takes place, both the victim and the perpetrator receive support

All written reports/emails should be forwarded to the DSL/DDSL and the Headteacher. This need only be a brief resume of the event as the DSL/DDSL will report to the Headteacher when the event has been fully investigated and the Anti-Bullying procedure put in place (if appropriate). The information should also be logged on CPOMS by the member of staff who has investigated the incident. A bullying incident may be treated as a child protection concern when there is a reasonable cause to believe the child is suffering or likely to suffer significant harm. In these instances, the safeguarding procedure comes into effect. If a parent reports an incident of bullying against their child to a Class tutor, they must inform the DSL/DDSL of the incident and any action taken (a record must be made and kept as this enables patterns to be identified). The DSL/DDSL will take any action deemed necessary. The member of staff should also keep the parent fully informed of the outcome of any action taken.

Further Action

In serious cases, the Headteacher may decide to suspend or if the problem persists, expel the bully. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Bullying Online www.bullying.co.uk
- Childline: www.childline.org.uk
- DfE: “[No health without mental health](#)”
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk Parents Helpline (M-F 10-4) 0845 1205 204
- Kooth Online support for young people www.kooth.com
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- DfE: [Advice for parents and carers on cyberbullying](#)
- Parentline Plus 0808 800 2222
- Youth Access 0845 600 2516

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk

- Mencap: www.mencap.org.uk
- DfE: [SEND code of practice](#)

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

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