

**Loving God - Caring for Each Other - Achieving Excellence**

## **Anti-Bullying Policy**

**Approved Date:** November 2025

**Next review due by:** November 2026

## Principles

Crompton House School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement.

We encourage the use of the motto

## “Tell someone – Ask for help”

### 1. Rights

To protect the rights of all students and groups and create a safe and secure learning environment, Crompton House School prohibits the acts of bullying, harassment, and other forms of aggression and violence.

Bullying or harassment, like other forms of aggressive and violent behaviours, interferes with both a school's ability to educate its students and a student's ability to learn.

All staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behaviour that is respectful and civil. It is especially important for adults to model these behaviours (even when disciplining) in order to provide positive examples for student behaviour.

### 2. Definitions of Bullying

Crompton House School aligns its understanding with the definitions set out by the Anti Bullying Alliance. (ABA)

**‘ABA defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’**

*There is no legal definition of bullying.*

### 3. Schools duties and safeguarding

Schools have a duty of care to protect all their pupils and provide a safe, healthy environment,

The Education Act 2002 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children. Section 175 requires two types of arrangements to be made:

- i. To take all reasonable measures to ensure that risks of harm to children's welfare are minimized
- ii. To take all appropriate action to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies

Keeping children safe in education 2025 describes what schools and colleges should comply with. Some incidents of bullying may also be a child protection issue. Such as Child on Child Abuse.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying. KCSIE 2025)

The Public Sector Equality Duty (PSED) helps schools to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. It is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

A bullying incident should be addressed as a child protection when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. These concerns must be reported to the DSL (Designated Safeguarding Lead)

Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation. Such behaviours are considered to be bullying or harassment whether they take place on or off school property, or at any time or place where a child's imminent safety or well-being may be at issue.

#### **4. Confirmation of behaviour**

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying. Confirming if the behaviours were intentional **is not** required to implement the strategies for responding to the issues and effectively deal with any reported issue.

#### **5. Relational Conflict:**

Crompton House School aligns its self with the ABA with respect to the understanding that some issues arise that are said to be bullying behaviours, but are in fact Relational Conflicts.

*Transposed from ABA guidance.*

| <b><u>Relational Conflict:</u></b>  | <b><u>Bullying:</u></b> |
|-------------------------------------|-------------------------|
| Remorse and effort made to resolve: | No remorse              |
| Power Balance                       | Imbalance of Power      |
| Occasional                          | Repeated                |
| Accidental                          | Deliberate              |

#### **6. Appropriate Terminology**

Young people involved in bullying are not always fully aware of their actions, it is important that any report is investigated fully and statements are taken from all parties. The correct terminology is important when investigating allegations of bullying.

Crompton House promotes the **use of affirmative language** with regard to bullying. The terms “bullies” and “victims” are **not** recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents.

**“The label ‘Bully’ is an unhelpful one. It implies that it is what they ‘are’. When in fact bullying is a behaviour choice.” ABA**

More appropriate terms to use may include:

“Bullied students”,

“Students who are bullied”

“Students who bully”

“Students who engage in bullying behaviour”.

“Mutual conflict”

“Relational conflict”

“Bullying style behaviours”

We aim to ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved so that they learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

- i. Serious violent behaviours are not necessarily treated as bullying and may be better managed through the school’s discipline processes. (See Behaviour Policy)

## **7. Hate crimes and incidents**

### Hate crime

A hate crime is any occurrence that is perceived by the victim, or any other person to be one of the following:

- *Racist*
- *Homophobic*
- *Transphobic*

Or because of a person’s:

- *Religion*
- *Beliefs*
- *Gender identity*
- *Disability*

A hate crime is not only limited to a personal attack.

Name calling, violence, property attacks such as graffiti, verbal attacks, and abusive messages either by phone, mail or via the internet can also be seen as hate crimes.

No hate crime is too minor to report to the Police; the Police will record all incidents brought to their attention whether or not a crime has been committed.

## Hate incident

*A hate incident is any incident, which may or may not be a crime, which the victim or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person's identity. "Anti-Bullying Alliance"*

Local Procedures in Oldham mean that Oldham schools have a responsibility to report any hate crime/incidents or bullying directly with the Local Authority. This process involves completing a NOHIB report. (Notification of Hate Incidents and Bullying.) This is done by Pastoral Admin in conjunction with the pastoral team.

## **8. Cyber bullying**

Crompton House School aligns its self with the ABA and its statement:

*"Cyberbullying is bullying via electronic means. This could be via the internet, phone, laptop, computer, tablet or online gaming."*

Any concerns should be dealt with in the same way as other reported incidents.

However certain activities may breach The Malicious Communications Act of 1988.

Which makes it an offence for:

*Any person who sends to another person—*

*(a) A letter, electronic communication or article of any description which conveys—*

*(i) A message which is indecent or grossly offensive;*

*(ii) A threat;*

*(iii) information which is false and known or believed to be false by the sender;*

*(b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.*

**If staff or parents are worried that an activity may be illegal, it is important that staff / parents report this to the Police. Staff should do this via the DSL.**

**Parents are advised to report these matters to the Police, or by using the CEOP button on websites or contact CEOP directly at [www.ceop.police.uk](http://www.ceop.police.uk)**

## **9 Whole-School Prevention Strategies**

# Crompton House Church of England School



At Crompton House School the Christian ethos and the culture of inclusion pervades at that we do.

As well as the direct delivery of anti-bullying awareness, such as raising the awareness of the values of the individual, equality for everyone, prejudice and discrimination in the curriculum via Form time activities, PSHE & RS lessons: the school also focuses on:

- i. Promotion of student leadership; in both the main school and 6<sup>th</sup> form. Year 11 prefects receive anti bullying awareness training.
- ii. A pastoral system that supports trusting relationships within the whole school community;
- iii. Pastoral & inclusion teams that are a skilled resource offering student support and welfare
- iv. A pastoral system in school that is proactive in helping restore relationships affected by persistent or unresolved conflict.
- v. That Crompton House expects all its staff to positively role model supportive behaviours and supports staff in developing supportive and inclusive classroom environments.
- vi. Providing a holistic and effective classroom behaviour management system as well as a system to encourage positive behaviours.
- vii. The use of restorative justice to help resolve peer based conflicts.
- viii. Ensuring a highly visible presence and active approach to playground supervision.
- ix. Offering a number of activities at lunch time and after school to help support inclusivity, friendship, social skills and encourage positive peer relationships. The school also offers safe places for students with higher support needs
- x. Raising awareness around specific forms of bullying, such as cyber-bullying and racism; via the curriculum and assembly themes.
- xi. Actively review groupings to target early signs of problematic peer relationships
- xii. Identifies and supports individuals and groups at risk, and those who require additional pastoral support.
- xiii. The use of resolution techniques like 'no blame to bullying' to help teach effective bystander behaviour to targeted groups or for specific situations;
- xiv. Looking at individual needs and help structure support around the individual (such as buddy systems, alternative play areas and transition routines)
- xv. Ensuring that staff, students and parents have processes for reporting incidents of bullying
- xvi. This is by providing clearly articulated procedures for responding to incidents of bullying:  
(Appendix 2:)

NOTE: In situations which have resulted in significant harm or where violence has occurred, behavioural sanctions may need to be implemented. The use of sanctions as the first strategy may however result in retaliation against those who reported or the bullied student.



## Appendix 1:

### Bullying roles

People in a bullying scenario may take on one of the following roles:

- A person who engages in bullying behaviour
- A target who is subjected to the bullying behaviour
- An assistant who assists the bullying behaviour and actively joins in
- A supporter who encourages and gives silent approval to the bullying, by smiling, laughing or making comments
- A silent bystander who sees or knows about someone being bullied but is passive and does nothing, this may be an adult bystander
- A defender who supports the student who is being bullied by intervening, getting teacher support or comforting them.

All adults, including teachers, school staff and parents, should model positive bystander behaviour and intervene if they observe bullying behaviour occurring between students.

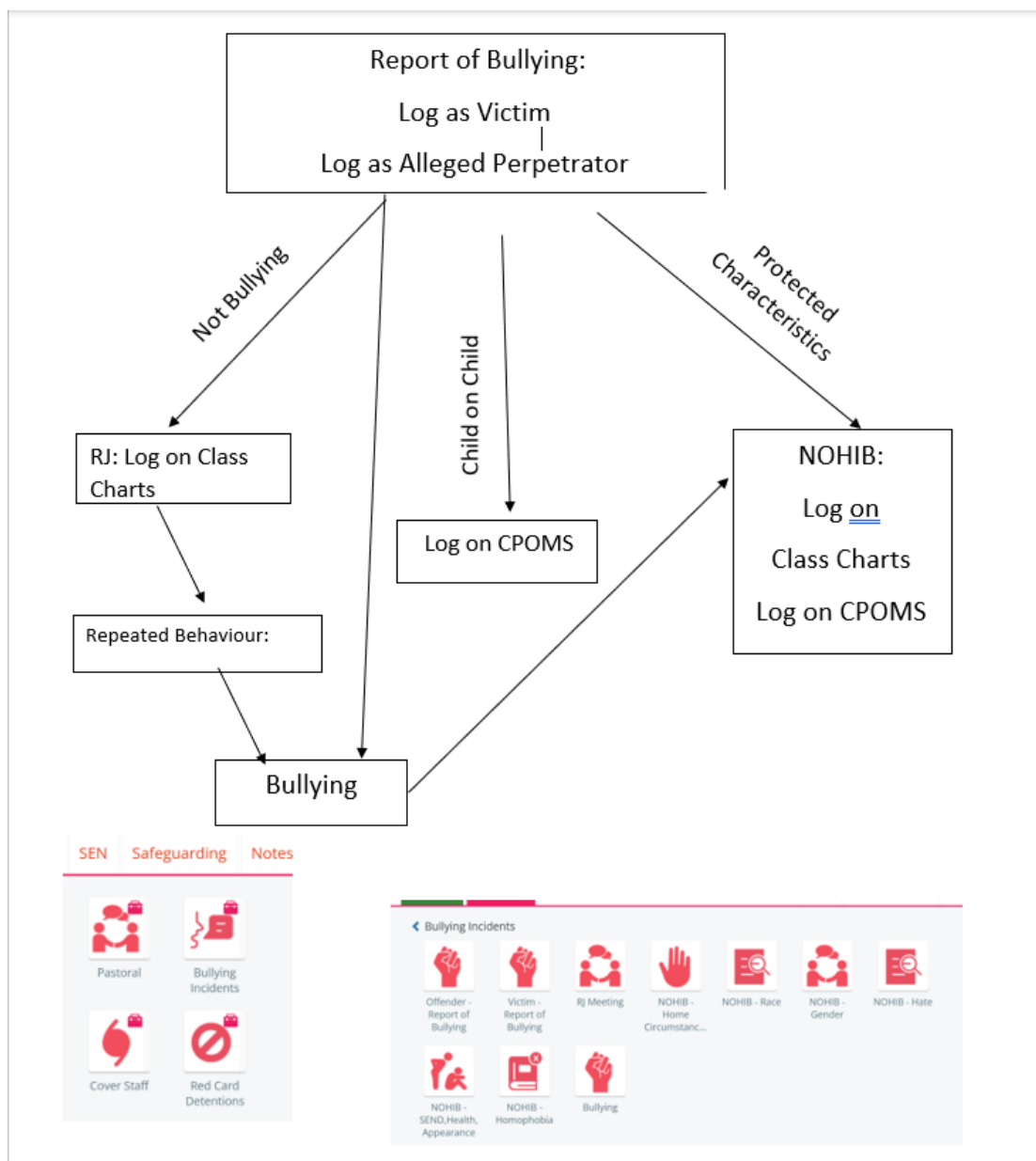
## Appendix 2

### Crompton House Approach:

While bullying might be seen as having no direct relevance to learning, its impact on those who are at school, can be devastating.

Bullying is a serious problem and those who have ever been the victim of a bully will know how terrible an experience it can be.

Many think that retribution through punishment is the best way. This is not always the case and a strategy of restorative justice for the person who has been bullied and reflection by the person using the bullying behaviour may offer a better pathway.





## The No Blame Approach to Bullying developed by George Robinson and Barbara Maines.

It is a simple 7 step process that has the following four essential ingredients:

- The absence of blame
- The encouragement of empathy
- Shared Responsibility
- Problem Solving

The steps involved are as follows:

### Step 1 - Talk with the victim

A facilitator (Pastoral Care) talks to the victim to establish the impact that the bullying has had on them. It is not designed to gather "facts" about who said or did what to who.

The victim will be encouraged to suggest the names of people to form a group who should help solve the problem. These will include those involved, colluders and perhaps friends of the victim.

The victim is also asked to produce a piece of writing or a picture to express how the bullying is affecting them.

### Step 2 - Convene a meeting of the group

The facilitator gathers the group together ensuring that there is a balance between helpful and reliable students and those whose behaviour has been causing a problem.

### Step 3 - Explain the problem

The facilitator explains that there is a problem and that "Sarah" is experiencing certain difficulties. Without discussing specific incidents or accusations the facilitator explains how "Sarah" is feeling using the piece of writing from the victim to illustrate this. The "No Blame" Approach to Bullying

### Step 4 - Share responsibility

The facilitator points out that no one is going to be punished and that the group has been convened to help solve the problem because there is a shared responsibility for the bullied student's happiness.

### Step 5 - Ask for ideas

The facilitator asks the group to suggest ways that they may be able to alleviate the suffering felt by the victim.

Members of the group are encouraged to use "I" language (I will sit next to her in lessons, I will walk to school with her etc) so that they take ownership of the solutions.

These ideas are not imposed on the group by the facilitator.

## Step 6 - leave it up to them

The facilitator ends the meeting by passing responsibility for the problem over to the group, thank them for their support and arranges a meeting to see how things are going.

## Step 7 - meet them again

The facilitator meets each of the group individually a week later to see how things are going.

A log of each action outcome should be made on the 'No Blame to Bullying Log'

## Action & Outcomes Log:

### Step 1 - Talk with the victim:

- \* \*The impact that the bullying has had on them.
- \* \*Names of people to form the solution group. (Parents informed)
- \* \*Involved
- \* \*Colluders
- \* \*Friends:
- \* \*Attach image or victims report

### Step 2 - Convene a meeting of the group

Time of meeting.

Log of attendance.

### Step 3 - Explain the problem

Summary of the problem

### Step 4 - Share responsibility

Shared agreement.

### Step 5 - Ask for ideas

Suggested ways:

Individual agreements: Log each students (I will actions)

- \*
- \*
- \*

### Step 6 - leave it up to them

When?

What was agreed?



## Step 7 - meet them again

What is the current situation? Review