

Definition of Bullying

"Bullying is different from random acts of aggression. A person is bullied when he or she is exposed regularly and over time to negative behaviour on the part of one or more persons. It is behaviour that is intended to hurt someone either physically or emotionally over a period of time, often aimed at certain groups because of race, religion, gender, sexual orientation or SEND and in circumstances where it is difficult for those being bullied to defend themselves."

Our Principles

- LHS is a happy, harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, purposeful learning environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways.
- Every member of staff has a key role in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfil their potential free from bullying.
- The well-being of every young person is a paramount importance; every learner has the right to a high quality learning experience at school, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students.
- There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.
- Our mission values statement is in our respect agenda that respect is shown for the individual and that confidence is developed. We hope to foster responsibility. We have a charter of students' rights and responsibilities, to be displayed around the school.

Common characteristics of bullying

- **Intention to harm:** bullying is deliberate, with the intention to cause harm
- **Harmful outcome:** one or more persons are hurt physically or emotionally
- **Direct or indirect acts:** bullying can involve direct aggressions, such as hitting someone, as well as indirect acts, such as spreading rumours, being ignored, left out or given hostile looks every time you walk past
- **Repetition:** bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying
- **Unequal power:** bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience

Bullying can take different forms:

- **Emotional:** being unfriendly, excluding, tormenting, using threatening gestures
- **Physical:** e.g. hitting, kicking, scratching, causing physical harm
- **Verbal:** e.g. Name calling, insulting, hurtful remarks
- **Indirect:** e.g. Spreading malicious rumours, excluding individuals from social groups, family feuds brought into school
- **Cyber:** e.g. All areas of internet, such as email and internet chatroom misuse; mobile threats by text messaging and calls; misuse of technology, e.g. camera and video facilities
- **Racist:** e.g. racial taunts, nicknames, graffiti, gestures
- **Homophobic Bullying:** e.g. because of, or focussing on, the issue of sexuality

Indicators of bullying

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing
- Refuses to say why he/she is unhappy
- Distressed at the thought of going to school
- Refuses to go to school
- Reports aches and pains
- Frightened of walking to school alone / changes route to school
- Has started taking longer to get home from school
- Seems withdrawn/unhappy or in a world of his/her own
- Cries at bedtime
- Returns home with torn clothes or damaged schoolwork
- Returns home hungry {lunch/snack money stolen}
- Asks for money than usual or steals money {to pay off bully}
- Loses interest in schoolwork or finds it harder to concentrate
- Refuses to go out or stops going to clubs / activities in the evening or weekends

Implications of bullying

- Bullying is always taken seriously because of the potential impact upon young people
- Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety
- If unchecked, others may come to see bullying behaviour as acceptable within the school
- Victims can become bullies of younger or more vulnerable students
- Bullying can have long term effects on victims which may stretch into their adult life

Roles and Responsibilities

- The Principal has ultimate responsibility for the well-being of all students and staff at LHS.
- The Assistant Principal (Attendance & Safeguarding) has been designated to oversee the safeguarding and well-being of students.
- All staff, students, parents and governors must be aware of the policy and share responsibility for enforcing its principles.
- Form tutors should address minor incidents and friendship disagreements, ensuring that the situation is dealt with swiftly and efficiently.
- The Safeguarding Team and Heads of Year Pastoral will often deal with the initial investigations of bullying incidents, ensuring that all parties have the opportunity to express their view. They will often carry out a process of restorative justice.
- The Deputy Designated Safeguarding Lead will ensure that the situation is thoroughly investigated in order to be certain it is resolved
- The Deputy Designated Safeguarding Lead will record all incidents of bullying and create reports for SLT and governors

Pupils' Role

In order for us to be able to increase our effectiveness in preventing bullying and to respond promptly to bullying pupils must play their own part too.

We expect pupils to:

- Tell a member of staff, parent or friend if they believe they are the victim of bullying, or report it
- Avoid being a bystander or join in, but to report it immediately
- Never respond with violence towards a bully, as a victim or witness, but try to walk away and report it
- Accept and make full use of support offered
- Apply best effort to follow the Behaviour for Learning Policy
- Co-operate fully with staff when alleged incidents are being investigated
- Be prepared to provide positive support for peers who have been / are victims of bullying
- Be proactive in group and whole school approaches to preventing bullying
- Report to anti-bullying ambassadors within the school

Parents' Role

- Contact the school if you have any concerns about your child
- Talk regularly and openly with your child about bullying if you feel there is an issue
- Monitor your child's use of the internet, mobile phone and social networking
- Collect any evidence of bullying which may help the school in their investigations
- Work in partnership with the school in their efforts to address concerns of bullying

Procedures for dealing with bullying

- The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including; assemblies, PHSE lessons, peer mentoring and high staff presence and visibility during lesson change over, break, lunchtime and after school.
- Minor incidents or disagreements should be addressed by form tutors or subject teachers, any suspicions of bullying must be reported to the Safeguarding Team / Head of Year Pastoral
- All allegations of bullying by students must be reported to the Safeguarding Team / Head of Year Pastoral immediately
- The Safeguarding Team / Head of Year Pastoral will investigate the allegation of bullying to clarify the facts through taking statements from the alleged bully, victim(s) and witnesses
- Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will involve contacting parents/carers of both alleged bully and victim and informing them at the earliest opportunity
- The Safeguarding Team / Head of Year Pastoral will offer coaching and problem solving strategies to enable the victim to tackle what has happened: this builds resilience and confidence, nurturing lifelong learning in resolving problems
- The Safeguarding Team / Head of Year will work alongside the victim and perpetrator to resolve the problems actively through a restorative justice model
- Serious or persistent cases of bullying will be referred to the Assistant Principal (Attendance & Safeguarding) and could lead to fixed term exclusion or ultimately permanent exclusion

Recording and Monitoring

- All incidents of bullying will be recording and monitored in the following ways:
- Tackling bullying flowchart
- Bullying and harassment victim reporting form (BI)
- All racist incidents will be reported to Governors and LA
- Parents will be contacted by telephone or letter as necessary
- Reporting to SLT/Governors
- Reporting Proforma attached

Appendix I – Specialist organisations to support the anti-bullying policy

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Think U Know: www.thinkuknow.co.uk UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for head teachers and school staff':

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		Possessions/kit taken or damaged	
Physical/being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

	Names of individuals involved:	Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did bullying behaviour occur?

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Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

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In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:
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**STAGE 1
ALLEGATION**

Allegations of bullying reported to Safeguarding Team / HOY Pastoral
BI form completed

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**STAGE 2
INVESTIGATION**

Safeguarding Team / HOY Pastoral will investigate allegation of bullying to clarify facts

Statements will be taken from bully, victim(s) and witnesses

All circumstance will be considered before sanctions and next actions are decided by the Safeguarding Team

Parents / Carers of both alleged bully and victim will be contacted at the earliest opportunity

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**STAGE 3
RESOLUTION**

Safeguarding Team / HOY Pastoral will offer strategies to enable victim to tackle what has happened

Support victim to build resilience and confidence

Educate perpetrator as to what constitutes bullying and the consequences of bullying

Work alongside the victim and perpetrator to resolve the problem through the restorative justice model

Signpost to external agencies/professionals when appropriate

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**STAGE 4
SERIOUS / PERSISTENT CASES**

Assistant Principal / DSL will deal with serious or persistent cases of bullying

This may lead to a fixed term exclusion or permanent exclusion

School Name: _____

Principal : _____

	Autumn –	Spring –	Summer –	Total
Total number of bullying incidents				
Number of these incidents that involved racism				
Number of incidents that were homophobic				
Total number of perpetrators involved in bullying were;				
<i>Boys</i>				
<i>Girls</i>				
Total number of victims that were;				
<i>Boys</i>				
<i>Girls</i>				
Location that incidents took place;				
<i>Classroom</i>				
<i>Corridors</i>				
<i>Playground</i>				
<i>Dinner Time</i>				
<i>Toilets</i>				
<i>To and from school and home</i>				
Number of incidents that involved;				
<i>Physical abuse</i>				
<i>Verbal abuse</i>				
<i>New technology (mobile, internet)</i>				

Staff Member with Responsibility :

Principal

Reviewed by :

**Assistant Principal (Attendance & Safeguarding) and
Governors**

Reviewed Date :

October 2020