



Anti-Bullying Policy

(Updated September 2015)

Statement of intent

Providing a safe and happy learning environment is integral to achieving the wider objectives of School improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the School community. If a student feels safe at school, they are in a much better position to realise positive outcomes. Lawn Manor Academy is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Lawn Manor Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* School. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is bullying?

Bullying is considered to be behaviour that is repetitive, wilful or persistent, intentionally harmful, carried out by an individual or a group. As a result there is an imbalance of power leaving the victim feeling defenceless.

(Anti-Bullying Alliance definition)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

At Lawn Manor Academy we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

We also understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Aims

- To demonstrate that Lawn Manor Academy takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying in the School and during off-site activities;
- To promote a culture where everyone is supported in taking action to identify and protect those who might be bullied;

- To demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- To promote positive attitudes in students.

In addition, this policy sets out a range of proactive strategies, reactive strategies and intervention systems which are in place to:

- a) Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- b) React to bullying incidents in a reasonable, proportionate and consistent way.
- c) Safeguard the student who has experienced bullying and to trigger sources of support for them.
- d) Apply appropriate consequences to the student/s causing the bullying and ensure they learn from the experience, in some cases through multi-agency support, and using Restorative Justice techniques where applicable

Bullying can be:

Verbal Bullying

Verbal bullying is a type of bullying that takes place when the victim is threatened, called names and made to feel inferior. Verbal bullying usually focuses on a specific, such as race, nationality, disability, sexuality, physical appearance or ability.

Physical Bullying

Physical bullying takes place when the victim is physically assaulted in the form of pushes, punches and fights leading to bruises, torn clothes, personal belongings being stolen or any other kind of physical injury.

Social Bullying

Social bullying is a type of bullying that takes place when someone is deliberately excluded from games and other group activities and treated like an outsider. Laughing and making fun of someone behind their backs, spreading mean stories, writing bad things and teasing the victim emotionally.

Cyber Bullying

Cyber bullies target their victims through networking sites, emails, chat rooms, instant messaging or even mobile phones. By texting the victim posting obscene pictures or unkind comments, the bully succeeds in causing untold damage to the target as a number of people may be able to access this kind of information online.

Prejudice-related

For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Sexual

For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

The School has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- To ensure that all governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is.
- To ensure that all governors and teaching and non-teaching staff know what the School policy is on bullying, and follow it when bullying is reported.
- To ensure that all students and parents should know what the School policy is on bullying and what they should do if bullying arises.
- To assure students and parents that they will be supported when bullying is reported.
- **To promote the value that bullying will not be tolerated inside or outside of the School.**

Signs and Symptoms

A student may indicate, by signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- doesn't want to go on the public bus
- requests to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- 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 school
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner money or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- self-harm

It is important to note that the above signs could be indicating that there is more serious safeguarding concerns, which is why it is so important that concerns are reported and discussed. Signs that a child *may be* a bully:

Given the short and long term consequences not only for victims but for the bullies as well, it is important to keep an eye out for signs that a child may be bullying others; a child who bullies may exhibit some of the following behaviours:

- Frequent name – calling (describing others as ‘wimps’ of ‘jerks’)
- Regular bragging
- A need to always get his or her own way
- Spending a lot of time with younger or less powerful children
- A lack of empathy for others
- A defiant or hostile attitude (easily takes offence)

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

Responsibilities

We consider that everyone within our School community has a part to play. In order to tackle the issue of bullying we recognise that we need a range of strategies to deal with it. A whole school approach is needed to educate students and staff to ensure that it is not tolerated, and that it is dealt with sensitively and consistently.

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst students. They will:

- ensure that all staff have an opportunity of discuss and review strategies
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;

- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and students; and report to the governing body.

The Assistant Principal (Pastoral) will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Principal informed of incidents;
- refer and liaise with multi-agency working groups if necessary;
- arrange relevant student training and determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.

The Directors of Faculty will:

- be responsible for ensuring that the School's positive strategies are put into practice; and
- know the School's procedure and deal with any incidents that are reported.
- Explore opportunities to raise awareness of Anti-Bullying through the curriculum where possible.

Tutors will:

- be responsible for liaising with the Heads of Year and wider Student Support Teams regarding all incidents involving students in their tutor groups
- be involved in any agreed strategy to achieve a solution
- promote Anti-Bullying through the tutorial programme where possible.

The Heads of Year, Learning Mentors and wider Student Support Team will:

- Take a lead in investigating reported incidents of bullying
- Take a lead in facilitating conflict resolution (Restorative Justice) conversations.
- Ensure appropriate record keeping of bullying incidents and have oversight of trends
- Use the assembly programme to promote Anti-Bullying where possible.
- Liaise with external agencies where appropriate.
- Complete Bullying logs where necessary ensuring effective record keeping

All Staff and Volunteers will:

- know and follow all relevant policies and procedures
- keep clear records of bullying on SIMS
- be aware and talk to students
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- take action to reduce the risk of bullying at all times and in places where is most likely

Governors will:

- liaise with the Assistant Principal (Pastoral) over all anti-bullying strategies, and be made aware of individual cases of bullying where appropriate
- discuss, review and endorse agreed strategies and will discuss the Assistant Principal's (Pastoral) reports on the working of this policy.
- ensure that the School arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

In order to monitor the Policy's implementation and evaluate its impact on student outcomes, the Governors Board will:

- appoint a Named Governor
- approve relevant policies
- expect the School's SLT to alert them to any emerging problems and notable successes
- review the Policy every two years, or sooner if legislative changes dictate.

Students:

To tackle bullying we need to establish an ethos of being an open School. All of our students have an important role in ensuring that our policy is effective by reporting bullying incidents to members of staff. Students should support the School policy by not being bystanders when they see and hear incidents of bullying within the School environment. All students must consider the wishes and feelings of other members of the School community in regard to their own behaviour with specific awareness of how bullying behaviour may adversely affect the emotional well-being of others. A major part of the strategy will consist of educating students in how to cope with bullying. Students will work proactively to promote an anti-bullying culture via contributions to the Student Council.

Students must know to whom they should go if they are being bullied or if they are concerned about another child.

Parents & Carers:

Parents/carers have a responsibility to report any incident of bullying behaviour to a member of the School staff and allow the person investigating the incident the time to ensure it is a full and accurate investigation which ensures student safety remains uncompromised. The role of parent/carer in supporting their child to develop the range of social and emotional skills which minimise the chances of their child bullying cannot be underestimated and will significantly support the School in seeking to reduce incidents of bullying or preventing incidents of bullying. Parents should know that the School will not tolerate bullying, and takes a positive, active approach to educating students to combat it. Parents will be informed of the policy and procedures.

Procedures

1. Report bullying incidents to staff such as a Learning Mentor or Tutor.
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases, parents should be informed and will be asked to come into school to discuss the problem
4. If necessary, and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behaviour through the 'No Blame Approach'.
7. All Bullying incidents will also be recorded and logged on the school SIMS system by Heads of Years.

Outcomes

1. The Head of Year will follow the 'No Blame Approach' for the initial meeting with the students involved.
2. The student(s) involved in the bullying may be internally excluded for an appropriate period of time where necessary.
3. In serious cases, sessions in the Internal Exclusion Room (IER), fixed-term exclusion, or in the most extreme cases even Permanent Exclusion will be considered.
4. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The School will always consider the need for reasonable adjustments for all students with disabilities and statements of special education needs where appropriate, with specialist consideration for students on then SEN Code of Practice. The SENDCO will be consulted if specialist advice is required to inform an action or outcome.

Prevention

The School will use a variety of different interventions in order to prevent students from bullying. These may include:

- Writing a set of School rules
 - A Restorative Justice meeting
 - Working with Learning Mentor
 - Intervention from the Grove Learning Centre, such as Tranquillity Zone
 - Signing a Behaviour Contract
 - Writing stories or poems or drawing pictures about bullying
 - Reading stories about bullying or having them read to a class or assembly
 - Making up role-plays (or using KIDSCAPE role-plays)
 - Having discussions about bullying and why it matters in PSHE lessons.
 - Students will participate in events during Anti-bullying week designed to highlight the anti-bullying message around the School and local community.
- This list is not exhaustive

The Anti-Bullying policy should be read in conjunction with other relevant policies:

- E-safety
- Safeguarding and Child Protection
- Positive handling
- Mobile phone
- Behaviour
- SEN Policy
- Acceptable Usage
- Exclusions
- Equalities

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parent line Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Pride Youth	07766872565,
info@prideyouth.org.uk	
Childnet international	http://www.childnet-int.org
Beatbullying	http://www.beatbullying.org
	0208 771 3377

This policy takes due regard of the following documents:

Preventing and Tackling Bullying, DfE 2014

“Supporting children and young people who are bullied: advice for schools.” (Reference: DFE-00094-2014)

Equality Act 2010

The Independent School Standard Regulations 2010

Education Act 2011

Also previous awareness of:

“Bullying – Don’t Suffer in Silence – An Anti-Bullying Pack for Schools” (64/2000), DfE 2000

Cyberbullying , DfE 2007

Homophobic Bullying, DfE 2007

Bullying Involving Children with Special Educational Needs and Disabilities, DfE 2008

Bullying Conflict & Resolution / Secondary, Prim-Ed

Policy adopted from Churchfields Academy on 1st September 2017

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Person Responsible: Assistant Headteacher Pastoral

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