



Lampard Community School

Anti-Bullying Policy

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1. Mission Statement:

We are a positive learning community built on the relationships we make. Our EMPOWER curriculum develops **independence, communication** and **emotional wellbeing**. We are committed to providing our students with the best education based on these to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

Our School Values

We are kind to each other
We respect each other
We listen to each other
We work together
We have the courage to keep trying our best
We celebrate and build on our own and each other's strengths and differences

2. Purpose of this policy:

- To provide a safe and secure environment for our students
- To encourage respect for the individual at all times, celebrating the differences between us
- To prevent and tackle bullying behaviours including prejudice related bullying
- All governors, teaching and non-teaching staff, students and parents/carers know what the school policy is on bullying and follow it when bullying is reported
- As a school, we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Ensure that everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief.

3. What is bullying:

Although there is no legal definition, The Anti-Bullying Alliance 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.

Bullying can take many forms, such as:

- Physical: Hitting, pushing, kicking, punching or any use of violence
- Verbal: Name calling, sarcasm, spreading rumours, teasing
- Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: Because of, or focusing on the issue of sexuality
- Racial: Because of, or focusing on the issue of race
- Online: All areas of the internet such as email, chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

Bullying can also be a form of peer on peer abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education, England).

The school is aware of the potential for bullying in respect of increasing use of social media online technology. This is referred to specifically in the 'Acceptable Use of ICT' Policy Statement and the Online Safety Policy.

4. Prejudice Related Bullying:

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of students.

5. Indicators:

These are some of the signs and behaviours that a child may indicate he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on school transport/public transport
- Begg 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 work
- Comes home with clothes or books damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money
- Has dinner or other monies continually lost
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous when a cyber or text message is received

These signs and symptoms could indicate other problems but bullying should be considered a possibility and should be investigated.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a students' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and

including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or from partner agencies to help us to do this effectively.

6. Statutory duty of schools:

Head teachers have a legal duty under the Education and Inspections Act 2006 to have in place procedures to 'encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'. These measures must be part of the school's behaviour policy and must be communicated to staff, parents and students.

7. How we will respond:

Our Behaviour Support Policy includes the rewards, motivators and sanctions which are used consistently alongside positive relationships to prevent inappropriate behaviour and promote positive behaviour.

School procedure

The following steps will be taken when dealing with incidents:

- 1) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- 2) A clear account of the incident will be recorded and given to a member of the Senior Leadership Team
- 3) The head teacher or a nominated member of staff will interview all concerned and will record the incident
- 4) Tutors will be kept informed and if the behaviour persists the Tutor will advise any other appropriate adults
- 5) Parent/carers will be kept informed
- 6) Restorative and/or punitive measures will be used as appropriate and in consultation will all parties concerned

Supporting students

Students who have been bullied will be supported by:

- 1) Offering an immediate opportunity to discuss the experience with their tutor or member of staff of their choice
- 2) Reassurance from adults
- 3) Offering continuous support
- 4) Restoring self-esteem and confidence

Students who have bullied will be helped by:

- 1) Discussing what happened
- 2) Discovering why the student became involved
- 3) Establishing the wrong doing and need to change
- 4) Informing and supporting parents/carers to help change the attitude of the student

The following disciplinary steps can be taken:

- Official warnings to stop bullying behaviours
- Keep in at breaks/lunch, especially relevant if that is when the bullying is occurring
- Supported isolation from class (with a member of staff)
- Exclusion from certain areas of school premises

- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Reporting to the Police in certain circumstances of violence or assault, theft and hate crime

All concerned are made aware of and helped to deal with the causes of bullying as well as the consequences of bullying. There is always a reason why a person displays bullying behaviour and part of dealing with an incident is to help a person realise why they do it and help them to stop, as well as supporting the victim.

8. Positive action:

Awareness raising of bullying is included in our work with students through:

- PSHE lessons – specific curriculum content
- Class tutorial time
- Assemblies including those linked to school values
- Awareness raising and activities relating to annual Anti-Bullying week
- Use of circle time
- Personal programme time e.g. Social Communication groups, SEAL sessions
- Curriculum work with students such as ICT, Drama
- One to one talking with a student or group of students
- School Council work
- Reminders of school values

All opportunities will be used as and when is appropriate. Adults in school will model positive behaviour and responses at all time.

Additional action within the school environment:

- Senior Leadership monitor all prejudice related incidents and bullying on a regular basis to ensure appropriate responses and resolutions
- General behaviour data is discussed by SLT on a weekly basis to identify patterns and trends in order to put appropriate actions in place
- Positive promotion of our Behaviour Support policy
- Careful supervision of all areas, particularly during break times to help minimize opportunities for bullying
- Encouraging students to play different activities and be occupied
- Use of sanctions and rewards in school
- Classroom layouts
- Developing students communication skills to help them feel confident to communicate
- Developing social skills, independence and co-operation
- Use of restorative approaches
- Curriculum policy and practice in relation to equality, gender, race, disability, citizenship etc

9. Monitoring, evaluation and review

The school will review this policy every other year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Support Policy, Health and Safety Policy, Online Safety policy, Equality policy and SEND Policy.

10. Key documents:

The Equality Act 2010

Keeping Children Safe in Education 2021 (Department of Education)

Preventing and tackling bullying 2017 (Department of Education)

Cyberbullying: Advice for Headteachers and school staff 2014 (Department of Education)

Sexual Violence and Sexual Harassment between children in Schools and Colleges 2021 (Department of Education)

11. Helpful organisations:

NSPCC

www.nspcc.org.uk

Helpline: 0808 800 5000

Childline:

www.childline.org.uk

Helpline: 0800 1111

Anti-bullying Alliance

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

Family Lives

www.bullying.co.uk

Helpline: 0808 800 2222

Summary of changes (since previous review)

Section	Change
Page 2 Section 1: Mission Statement	Updated with most recent mission statement and school values (2021)
Page 2 Section 2: Purpose of the Policy	Heading changed from 'Aims and Objectives'
Page 2 Section 2: Purpose of the Policy	Additional bullet point 6 – reference to Equality Act 2010
Page 2 Section 3: What is Bullying	Paragraph 1 – updated definition from the Anti-Bullying Alliance
Page 2 Section 3: What is Bullying	Bullet point 7 – 'cyber' changed to 'online'
Page 2 Section 3: What is Bullying	Additional sentence - reference to peer on peer abuse
Page 3 Section 3: What is Bullying	Additional sentence – reference to consideration of child protection
Page 3 Section 4: Prejudice Related Bullying	Additional section on Prejudice Related Bullying
Page 4 Section 5: Indicators	Additional paragraph to reference bullying that takes place outside of school
Page 4 Section 6: Statutory Duty of Schools	Updated reference to Education and Inspections Act 2006
Page 4 Section 7: Responding to Bullying	Additional sentence to reference the Behaviour Support policy
Page 5 Section 7: Responding to Bullying	Additional bullet point 8 – reference to circumstances of when to report to Police
Page 5 Section 8: Positive Action	Bullet point 3 – addition of link to school values Bullet point 10 – reference to school values
Page 6 Section 10: Key Documents	Additional documents referenced: KCSIE 2021 Sexual Violence and Sexual Harassment between children in schools and colleges 2021