



Lode Heath School

Name of Policy	Anti-Bullying Policy
Lead	Deputy Headteacher: Student Support, Development & Standards
Governor Committee	BSII Committee
Date Last Reviewed	Autumn 2023
Review Frequency	Annual
Annual Review Date	Autumn 2024

We want a school in which bullying of any kind is not accepted by any member of our family. This includes students, staff and parents/carers. Every student at Lode Heath School has the right to be educated in a safe and secure environment. We believe that all children and young people have the right to be protected from bullying and abusive behaviour.

All young people will be listened to and treated fairly.

Bullying is often witnessed or encouraged by others. We believe that everyone has a responsibility to discourage bullying and to inform someone when they see it happening.

Section One: What is a Bully?

Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

Statement of Intent

We believe that:

- Bullying is undesirable and unacceptable.
- Bullying/peer-on-peer abuse may take place even if not reported.
- Bullying is a problem to which solutions can often be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school family should be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others and that we act upon any bullying or harassment we see.
- Young people should talk to an adult or access the support button on the website if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect all individuals from bullying and other forms of abuse.
- Bullying should never be passed off as “banter”, “having a laugh”, “part of growing up” or “boys being boys”.

What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We believe all forms of bullying are unacceptable

Section two: Why Bullying is unacceptable?

All students at Lode Heath School have the right to education free of unwanted fears generated by bullying. Students can only reach their full potential if they feel secure in their learning environment. We abhor bullying because it's ill effects can last a person's whole lifetime and it is never justified. Both those that bully and who are bullied may have serious lasting problems.

Section three: Ways of Preventing Bullying?

- It is important to mention bullying at transition events as students need to know, before they start Lode Heath school, that bullying is not acceptable.

The following points should be covered briefly:

- Bullying is not tolerated
- We have very little bullying
- How to report bullying

It is important that anti-bullying strategies are addressed at induction and transition, without overstating them or causing undue anxiety

- All staff know how to identify, report and challenge bullying
- Bullying as an issue and our anti-bullying work is tackled in a range of different ways to cover all aspects of bullying providing strategies and instigating preventative pro-active work. This includes specific focus on homophobia, racism, sexual harassment, cyberbullying and other prejudice-based and discriminatory bullying
- Our Anti Bullying Policy is on our website
- Reassuring students and parents that adults are here to support/address and help them overcome any issues
- Any bullying that does occur is addressed immediately when reported/identified
- Peer mediators have been trained to promote student-led resolution
- Specific work is conducted to develop emotional and social skills to help develop learning
- Children are surveyed regarding their happiness and feeling of safety
- Children write their own bullying charter
- Provide good role models through peer mediators, peer mentors, senior students and student council member
- Bullying is a topic reviewed via student voice at least once every year
- Statistics are evaluated and reflected upon and actions are taken at least termly by key staff including Governors
- An annual Governing committee meets to review the Anti-Bullying Policy and provide ideas and strategy for the school

Section Four: Procedures for Investigating Incidents

- Staff should investigate all alleged cases of bullying and/or refer to a Head of Year where appropriate.

- All students have a duty to report bullying
- Staff have a duty to protect students who supply information. Students who threaten witnesses must be sanctioned.
- All investigations should begin by believing that the victim is upset and needs to be treated sensitively and listened to.
- Unless there is evidence to the contrary all victims should be taken seriously.
- Information needs to be gathered and facts sorted. Accounts must be in writing and by the student.
- It may well prove useful to speak to the victim's friends. Again, the accounts must be in writing by the student.
- Once the case against the bully is assembled and requires answering, a decision must be made as to the appropriate way forward.

EITHER:

- (a) The bully requires a sanction and support

OR:

- (b) The sanction can be waived if an end to the bullying can be agreed between both bully and victim. The bully may or may not require additional support.

Should there be a reoccurrence further sanctions will be used.

Section Five: Procedures for dealing with the Bully, Victim and Parents

- The discretion for the way forward must lie with the Head of Year, Head of Key Stage or Deputy Headteacher
- If they decide the bully requires a punishment, then again it is at the Head of Year, Head of Key Stage or Deputy Headteacher's discretion. Possible sanctions for those who might find it useful are listed below
- The parents/ carers of both victim and bully will be notified

Possible sanctions

- Detention inc. loss of social time
- Inform parents/ carers (after appropriate consultation with the Year Head)
- Letters of apology
- Community service
- Loss of privileges
- Banned from school trips and/ or banned from extra-curricular activities
- Placed on a home/school contract
- Inform the police (if outside school as well)
- Internal isolation (Refocus)
- Fixed term suspension
- Permanent exclusion

If a 'no sanction' approach is decided upon, then the following actions is suggested:

- Gain the victim's agreement to mediation.
- Try to avoid involving the victim's and bullie's friends.
 - An adult to always chair the meeting - begin by outlining the victim's case yourself.
 - Explain that the victim wants the 'no sanction approach'.
 - Explain that a full and frank admission followed by an apology and guarantee of no further bullying is required. If this cannot be satisfied revert to the sanction model.
- If satisfied with the outcome, arrange a number of short meetings (30 seconds) throughout a week or so in order to monitor the situation.

In all cases please inform the Head of Year of all the facts in writing and record the incident via Synergy.

If you feel there is no substance in the accusation or for any reason you cannot successfully resolve the situation, do the following:

- Inform the Head of Year
- Monitor the situation for a reasonable period of time - perhaps by enlisting the help of the possible victim's friends.
- Possibly enlist the help of a staff counsellor
- Informing parents/ carers of the alleged aggressor

This is also at the discretion of the teacher in consultation with the Year Head. However, the following points should be considered before a decision is made.

- Is this the first offence?
- Previous behaviour record of bullying.
- Previous parental contact.
- Severity of bullying.
- Your chosen path - sanction or 'no sanction' approach.

Informing parents/ carers of the victim

Again at the teacher's discretion but the following points to be noted:

- Victim's wish
- Severity of bullying
- Timescale of bullying
- Victim's previous school record
- Is this child often a victim?
- Previous parental contact
- Is the telephone a better option than writing?

Support for the Victim and Bully

The type of support most appropriate will be determined by the Student Support Staff at the time or by a meeting of professionals at a later date. Support will usually be a package of measures but could include:

- Counsel by student support staff/ volunteer member of staff
- An external organisation
- Referral to the Educational Psychologist
- Referral via the GP to the Child and Family Unit

Section Six: Strategies to deal with persistent Bullies

- Persistent bullies are students who fail to respond to a reasonable number of attempts to reform them. They may have a primary school record of bullying.
- If they have a record of these offences, they will probably have sampled a number of our suggested sanctions.
- One would normally expect these students to be dealt with by the Head of Year, Deputy Headteacher or Associate Headteacher.
- These experienced staff will have their own ways of dealing with persistent bullies, but the following options may prove useful:
 1. Signing a home-school contract. Teacher, student and parent/ carer to sign. Breaking the agreement is deemed very serious.
 2. The loss of break and lunchtimes over a long period of time.
 3. Lunchtime suspension (Associate Headteacher)
 4. Staff to be informed via
 - Whole school briefing/ meeting
 - Inclusion briefing
 - Email notification
 - Synergy alert
 5. The Special Needs Register via the SENCO, if it is considered to be a major issue linked to social, emotional and/or mental health concerns, requiring external support. This will enable outside help.
 6. Extensive detentions that involve responding to anti-bullying intervention programmes.
 7. The Associate Headteacher will always reserve the right to suspend or permanently exclude a persistent bully.

Section Seven: Curriculum Links

- (a) Audits departments' commitment to anti-bullying within the school
- (b) The School always welcomes other offers of curriculum time from interested departments.
- (c) The Character and Personal Development programme is also committed to devoting time to bullying.

Section Eight Procedures to inform new staff and students

Staff This policy forms part of the staff behaviour curriculum handbook

Students New Year 7 are informed of the policy in pre-school transition arrangements and all students are regularly reminded via assemblies etc.

This policy links to the Behaviour Policy.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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

LGBT

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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice0-to-25>

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