ANTI-BULLYING POLICY

September 2023

Review Date: September 2024

Contents

This policy takes into account the following documents:

- Preventing and tackling bullying advice for Headteachers, staff and Governing Bodies - DfE, 2017
- Working Together to Safeguard Children – DfE, 2018
- Keeping Children Safe in Education, DfE, 2023
- Sexual violence and sexual harassment between children in schools and colleges, DfE, 2018
  Shropshire Children's Trust (SCT) and Shropshire Safeguarding Partnership (SSP) Anti-Bullying Charter – 2014
- SSP Child Protection Procedures 1.

1 Policy objectives

At Lacon Childe School we believe that everyone has the right to feel welcome, safe and happy. We are committed to ensuring that all members of the school community are able to achieve their potential, without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated. At Lacon Childe School, it is the responsibility of all members of the school community to implement these anti-bullying procedures.

It is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility for the welfare of others. Lacon Childe School takes the issue of bullying very seriously. Students, parents / carers and staff should understand that reporting instances of bullying is essential and be assured that they will be fully supported. It should be noted that the use of technology to intimidate others (cyber-bullying) is an increasing national trend and that such forms of bullying will also be dealt with robustly under the school's anti-bullying procedures.

This policy outlines what Lacon Childe School will do to prevent and tackle all forms of bullying. Lacon Childe School is committed to developing an anti-bullying culture where the bullying of any members of the school and wider community is not tolerated in any form.

2 Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Safeguarding and Child protection Policy
- Confidentiality Policy
- Complaints policy
- Equality Statement and Accessibility Plan PSHE Curriculum

3   Links to legislation

There are several pieces of legislation, which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4   Responsibilities
It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility (Mr K Wood- Assistant Headteacher).
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

5   Definition of bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online bullying or cyberbullying.

This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6 Forms and types of bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics): Bullying related to race, religion, faith and belief and for those without faith; bullying related to ethnicity, nationality or culture; bullying related to Special Educational Needs or Disability (SEND); bullying related to sexual orientation (homophobic/biphobic bullying); gender based bullying, including transphobic bullying; bullying against teenage parents (pregnancy and maternity under the Equality Act)

7 School ethos

Lacon Childe School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe environment, where students are able to learn and fulfil their potential.

Our school community:
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our school may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.

- Supports students to speak out about bullying that they have either witnessed or been subjected to.
- Requires all members of the school to work with the school to uphold the Anti- Bullying Policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8   Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- An appropriate member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, although specific sanctions of perpetrators will not be discussed with the victim or their parents/carers.
- Sanctions, in line with the school's Behaviour Policy, and support will be implemented.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will take reasonable steps to investigate the concern. If required, staff will collaborate with other schools. Where appropriate parents/carers will be supported to contact the police if necessary and the school will take every step to ensure information is shared with the investigating officers. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

- Hate Related Incident Reports will be completed and sent to the Local Authority, where appropriate.

8.1   Cyberbullying

Cyber-bullying is defined as the use of information and communications technology (ICT), particularly mobile phones and the Internet, to deliberately upset someone else. Cyber-bullying can be an extension of face-to-face bullying or occur only online. One of the main concerns is that cyber-bullying invades home and personal space.

Cyber-bullying has many forms:
- Threats
- Repeatedly sending unwanted texts / messages
- Intimidation
- Manipulation
- Harassment
- Video recording of anti-social behaviour
- Publication of private information or images

At Lacon Childe School we reserve the right to be involved, whether the electronic material was produced within the school or outside, as such incidents often continue within school. Even where online bullying occurs exclusively beyond school, students must be aware that many forms of cyber-bullying are illegal and the school will inform the police, if necessary. The school will review electronic material held or accessed by any student in the school, if cyber-bullying is suspected. We will work with students to raise awareness of the potential risks and effects of using social media inappropriately, particularly relating to cyber-bullying.

Stopping cyber-bullying can be difficult and it often requires a co-ordinated effort from school and parents / carers.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police if necessary

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
This may include: Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies; advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help that they may need.
- Inform the police if appropriate.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include: Supporting Students who have been bullied in a range of ways, including:
- Reassuring the student and providing pastoral support.
- Offering an immediate opportunity to discuss the experience with a member of staff they feel comfortable with.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence. Providing ongoing support; this may
- include: working and speaking with staff, offering formal counselling or mentoring; engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service.

Additional strategies available to us in order to combat this form of bullying include:

- Training for staff on online safety including understanding expectations, roles, and responsibilities in relation to filtering and monitoring.
- Filtering and monitoring of students use of school devices and on schools network to ensure safe behaviour in line with the filtering and monitoring standards.
- Secure holding of mobile phones during school hours
- Encouraging safe use of ICT (e.g. secure passwords / privacy settings)
- Confiscating mobile phones
- Restricting access to ICT provision during school hours

- Raising awareness of this particular from of bullying through PSHE lessons and assemblies Encouraging parents to monitor use of ICT outside of school hours
- Providing students with access to a range of means of reporting incidents causing concern
- Where necessary, working closely with the police to report concerns at the earliest opportunity.

8.2   Students who have perpetrated bullying

Keeping Children Safe in Education (2021) states that all staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse) ,

This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Abuse in personal intimate relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence such as rape, assault by penetration and sexual assault;
- Sexual harassment such as sexual comments, remarks, jokes or online;
- Causing someone to engage in sexual activity without consent;
- Sexual or sexist name calling;
- Inappropriate or unwanted sexualised touching;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Upskirting, which typically involves taking a picture under a person's clothing

All staff should be alert to the well-being of students to determine whether peer-on-peer abuse is taking place. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse.

Any allegations of child-on-child abuse will be treated as a safeguarding concern and should be reported to the Designated Safeguarding Lead (Mrs K. Guise, Assistant Headteacher). Such concerns will be investigated and managed in accordance with the school's Safeguarding and Child Protection Policy.

These students will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions and external exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

8.3   Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

8.4   Adults who have perpetrated the bullying

These adults will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9   Preventing a bullying Environment

Lacon Childe School will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEND to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference. This will form an integral part of the PSHE, tutorial and assembly programmes as well as being a part of our school culture.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Monitor myConcern reports regularly to address concerns raised by staff.
- Monitor "What's on Your Mind" postcards and registration group "Worry Boxes" regularly to address concerns raised by students.

We adopt a proactive approach to preventing bullying, being vigilant for signs of bullying and taking reports of bullying seriously. Students are provided with regular opportunities to talk about bullying and we listen to their views in order to adapt our strategies for dealing with bullying. Assemblies, whole school surveys, student voice, curriculum time, PSHE lessons and Tutor Time all focus on the issue of bullying and how to tackle it as a whole school community.

A variety of methods and services are used in order to prevent bullying, including:
- Assemblies
- Regular discussions about bullying (Pastoral hour and PSHE)
- Anti-Bullying Week
- Behaviour logs and reports
- Peer Mentoring
- Pastoral Support Team
- CHAT
- Support from external agencies
- Referrals to the School Counsellor (Mrs Dayus)
- Referrals to the School Nurse
- Display materials around school
- Organisation of the school environment (DSA's)
- Rewards and sanctions procedures

Support offered by Lacon Childe School:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training offered by Lacon Childe School:

- Train staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Training for staff on online safety including understanding expectations, roles, and responsibilities in relation to filtering and monitoring.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, Anti-bullying Ambassadors, Student Council, Youth Tutors, mentoring etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities, such as the national Anti-Bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

10   Involvement of students

At Lacon Childe School we will:

- Involve students in decision-making and developing strategies, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying, through Student Council and annual Anti-bullying Questionnaire
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions, which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- Utilise Student Council in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

11   Involvement and liaison with parents and carers

At Lacon Childe School we will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12   Monitoring and review

Lacon Childe School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for Safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes, under the safeguarding section

13   Useful links and supporting organisations

• *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-practiceschools

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-ofpractice-0-to-25

Cyberbullying
• *Childnet:* www.childnet.com
• *Internet Watch Foundation:* www.iwf.org.uk
• *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 Headteachers and school staff':* www.gov.uk/government/publications/preventing-and-tackling-bullying
• *DfE 'Advice for parents and carers on cyberbullying':* www.gov.uk/government/publications/preventing-and-tackling-bullying

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 o A Guide *for Schools:* www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf
• *Disrespect No Body:* www.gov.uk/government/publications/disrespect-nobodycampaign-posters

• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-
genderrelated/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.antibullyingalliance.org.uk/tools-information/all-
about-bullying/sexual-and-genderrelated

Signature:	Date Policy adopted:
Position: Assistant Headteacher:	Review Date:

Signs and symptoms

A child may display signs or behaviour that he or she is being bullied. Whilst not exhaustive or always an indication of bullying, adults should be aware of these possible signs and should investigate if a young person:

- ❖ Is frightened of walking to or from school
- ❖ Does not want to go on the school bus
- ❖ Asks to be driven to school, rather than walk
- ❖ 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
- ❖ Runs away
- ❖ Cries themselves to sleep or has nightmares
- ❖ Feels ill in the morning
- ❖ Begins to do poorly at school
- ❖ Comes home with damaged clothing or property
- ❖ Has possessions which 'go missing'
- ❖ Asks for money or starts stealing
- ❖ Has unexplained cuts or bruises
- ❖ Becomes aggressive, disruptive or unreasonable
- ❖ Is bullying other children or siblings
- ❖ Stops eating
- ❖ Is frightened to say what is wrong
- ❖ Is afraid of the Internet or mobile devices

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

Please contact school and as to speak to your child's form tutor or Year Leader in the first instance.