



This policy is called:	Anti-bullying Policy
It applies to:	Lordswood Girls' School and Sixth Form Centre
Person responsible for its revision:	Assistant Headteacher - Student Behaviour, Welfare & Development
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## **INTRODUCTION**

Lordswood Girls' School & Sixth Form Centre is committed to providing a safe and happy learning environment in order to raise attainment, improve attendance, promote equality and diversity and ensure the well-being of all members of the school community. We believe that if a student feels safe at school, they are in a much better position to achieve. Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self-esteem and confidence and impacts on the emotional health of students. It undermines the ability to concentrate and learn and can impact on a student's chances of achieving their full potential at school and later in life.

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. Lordswood Girls' School works actively to minimise the risks of bullying. All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions. This policy has been drawn up following discussion with students, parents/carers and staff and provides guidance in managing all types of bullying behaviour.

## **DEFINITION**

Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others.

Bullying can take many forms, but three main types are:

- **Physical** – hitting, kicking, pushing and taking belongings.
- **Verbal** – name calling, insulting, making offensive remarks e.g. racist/HBT (homophobic, biphobic and transphobic) language.
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, tormenting (i.e. hiding bag/books), offensive graffiti, being made the subject of malicious rumours; cyber bullying - misuse of internet chat rooms and social networking sites, sending malicious e mails or text

messages on mobile phones and misuse of other technology such as camera and video and the uploading of images on to the web.

## **AIMS**

The aim of the policy is to prevent and deal with any behaviour deemed as bullying and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

The aims of the school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multiagency support.

## **Signs and Symptoms**

Students who are being bullied may show changes in behaviour. School staff and parents should be aware of these possible signs and investigate if a student:

- is frightened of travelling to and from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school;
- begins to truant;
- has deteriorating punctuality and/or attendance;
- becomes withdrawn, anxious and lacking in confidence;
- feels ill in the morning;
- has diminishing achievement;
- begins to do poorly in homework;
- comes home with damaged equipment;
- has possessions which are damaged or 'go missing';
- has unexplained injuries;
- becomes aggressive, disruptive or unreasonable;
- is frightened to say what's wrong;
- gives improbable excuses.

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

## **Roles and responsibilities**

### **The Governing Body**

The Education Act (2002) and the Education & Inspections Act (2006) require governing bodies to:

- make a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour;
- promote the well-being of students in their schools;

- exercise their functions with a view to safeguarding and promoting the welfare of students.

### **The Headteacher**

The law requires Headteachers to:

- determine the rules, rewards, sanctions and behaviour management strategies that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing.

The policy determined by the Headteacher must include measures to be taken in order to:

- encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students;
- publicise the measures in the behaviour policy and draw them to the attention of students, parents and staff at least once a year;
- determine and ensure the implementation of a policy for the pastoral care of the students;
- ensure the maintenance of good order and discipline at all times during the school day, including break and lunchtime, when students are present on the school premises and whenever the students are engaged in authorised school activities, whether on the school premises or elsewhere.

### **All Staff**

The law requires that staff must:

- promote the general progress and well-being of individual students and of any class or group of students assigned to them, which includes ensuring as far as possible that students are free from bullying and harassment;
- apply the school rewards and sanctions lawfully.

Anti-bullying policies are most effective when the whole-school workforce:

- understands the principles and purpose of the school anti-bullying policy;
- understands their legal responsibilities regarding bullying;
- is clear about its responsibility to resolve problems at the nearest level to the student;
- knows what sanctions and behaviour management strategies are in place and where to seek support;
- has the requisite knowledge and skills for preventing bullying and repairing harm;
- understands the needs of vulnerable students, including disabled students, those with special educational needs (SEN) or those with caring responsibilities;
- knows the procedures for referral;
- knows the procedures in relation to safeguarding and liaison with multi-agency teams.

All schools have a crucial role to play in preventing bullying, responding immediately to incidents and providing support for both the person being bullied, to rebuild their confidence and self-esteem, as well as the person who is bullying, to change their behaviour and address any underlying issues.

All governors, teaching and non-teaching staff, students and parents should have a shared understanding of what bullying is.

Parents and students should know what the school policy is on bullying and what they should do if bullying arises (see Appendix A).

## **PROCEDURES**

### **Reporting and responding to bullying**

Bullying is seen as a discipline issue and is dealt with primarily through the normal discipline procedures in the school. Disciplinary strategies have three main purposes:

- to impress on the perpetrator that what s/he has done is unacceptable;
- to deter the perpetrator from repeating that behaviour;
- to signal to other students that the behaviour is unacceptable and deter them from doing it.

The school will use a range of disciplinary steps including: alert slips and detentions, informing parents to help change the attitude of the student, internal exclusion, fixed term exclusion and permanent exclusion.

Incidents of bullying may be dealt with immediately by the member of staff who has been approached or witnessed the bullying and should always be reported to the Intervention & Behaviour Support Manager (LGS) / Post-16 Student Support Co-ordinator (sixth form).

Minor incidents may be dealt with by the Review Tutor/Achievement Co-ordinator having a discussion/conversation with the student(s) involved and warning them to stop their behaviour. The bully may be asked to give a genuine apology and, if possible, the students will be reconciled.

In more serious cases or where the student involved has continued to bully, statements will be collected and parents will be contacted by the Intervention and Behaviour Support Manager (LGS) / Post-16 Student Support Co-ordinator (sixth form), and invited in to school to discuss their child's behaviour. If necessary and appropriate, police will be consulted.

### **Record keeping**

Bullying behaviour is taken seriously by all staff and incidents should be investigated promptly and thoroughly. All incidents of bullying are logged and any bullying of a racist nature should be included in the statistical return to the Local Authority. All incidents of bullying are monitored.

Keeping records of any bullying incidents will enable the school to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the school;
- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary.

### **Support**

Students who have been bullied are supported by being given the opportunity to discuss the issue with a member of staff. They may also be offered support from Place2Be counsellors or a meeting with the school's Healthcare Co-ordinator.

Students who have bullied are encouraged to discover the reasons why they became involved in bullying behaviour through discussion with their Achievement Co-ordinator and/or Review Tutor. They are also

encouraged to establish the need to change their behaviour and may be offered a meeting with the Behaviour Mentor or Place2Be counsellor, if appropriate.

## **STRATEGIES TO PREVENT/REDUCE BULLYING**

The ethos of the school offers a safe environment where students are free to voice their views. High quality teaching, positive learning environments, good behavioural management play a key part in creating a climate where bullying cannot flourish.

Anti-bullying week in November raises awareness of bullying and enables students to become actively involved in developing anti-bullying strategies. This includes work undertaken during Tutorial Review Time and ideas delivered through assemblies to reinforce the message that bullying is not tolerated. As part of raising awareness, students are actively encouraged to discuss the issues of bullying and participate in activities; previous activities have included producing an anti-bullying slogan and logo for the school and anti-bullying paper chains. Student views are carefully considered in helping the school to formulate its anti-bullying policy.

The school uses peer mentors to support students who may be involved in bullying and currently uses the SHARP on-line reporting system which allows students to log incidents of concern.

Each Year 7 review group is allocated a sixth form peer mentor to support students in their transition from primary to secondary school and students are told who they can speak to if they have any concerns regarding bullying. The names of key staff are in each group's year planners.

Students who are experiencing difficulties with their friendship groups are encouraged to participate in the 'circle of friends' project where, over a period of several weeks groups of girls work with a mentor on resolving difficulties.

The curriculum provides students with opportunities to discuss issues relating to bullying, particularly in PSHEE and drama lessons. The curriculum aims to create effective learning environments in which:

- the contribution of all students is valued;
- all students can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and students learn to appreciate and view positively differences in others;
- students learn to take responsibility for their actions and behaviour both in school and in the wider community;
- all forms of bullying and harassment are challenged;
- students are supported to develop their social and emotional skills.

A range of lunchtime activities and good supervision at lunchtime are recognised as crucial factors in reducing incidents of bullying at lunchtime.

Staff induction and continuing professional development ensure that staff have the skills and understanding to deal with any incidents of bullying within school.

Members of staff suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

Ongoing monitoring ensures that the school targets support and addresses identified issues.

## **MONITORING**

The school will review this policy every two years and update procedures and policy as necessary.

Data will be monitored annually by the Governing Body in order to monitor the effectiveness of the school's anti-bullying work

### **Links to other policies-**

**Behaviour Policy** <https://drive.google.com/file/d/1j4P3pnnY4krQdIw0XYOV7G6E7do0pgql/view>

**PSHE Policy**

**Anti-Harassment Policy**

**Lordswood Girls' School & Sixth Form Centre**  
**Anti-bullying Information for Students**

*"Friends be united, bullies uninvited"*

**Is it bullying?**

It is if you feel hurt because individuals or groups are:

- persistently calling you names;
- threatening you;
- pressuring you to give someone money or possessions;
- hitting/hurting you;
- damaging or taking your possessions;
- spreading rumours about you or your family;
- using text, email, web space or social media to write or say hurtful things.
- Giving you 'dirty looks' / pulling faces at you

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

**Lordswood Girls' School does not tolerate bullying. This is what we do about bullying:**

- make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied and the bully

**What should you do?**

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

**If you feel you are being bullied:**

- try to stay calm and look as confident as you can;
- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another student or use the SHARP system.
- Write down what happened and who was involved.

**If you are a victim of cyber bullying:**

- Block the bully or report someone who is behaving badly
- Don't retaliate or reply to any messages
- Save the evidence – keep a record of any messages, pictures or online conversations
- Tell your parents or an adult at school

We recognise the increase in the area of cyber bullying. The following advice will help to keep you safe:

**1. Always respect others**

Remember that when you send a message to someone, you cannot see the impact that your words or images have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message about someone, or a picture, do not forward it. You could be assisting a bully and even be accused of cyber bullying. You could also be breaking the law.

## **2. Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, and before you post information on a website. Remember that what you send can be made public very quickly and could stay on line forever. Do you really want your teacher or future employer to see that photo? Think about the information you have in the public domain. Be careful who you give your mobile phone number to, and consider whether, for example, you should remain a member of a network where people are treating you badly.

## **3. Treat your password like your toothbrush**

Don't let anyone know your passwords. It is a good idea to change passwords on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember only to give your mobile number or personal website address to trusted friends.

### **If you have been bullied:**

- tell a teacher or another adult in your school straight away;
- tell your family;
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you; keep on speaking until someone listens and does something to stop the bullying;
- don't blame yourself for what has happened.

### **When you are talking to an adult about bullying be clear about:**

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

For advice on how to stay safe on the internet, use the websites detailed below:-

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.safetynetkids.org.uk](http://www.safetynetkids.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

If you find it difficult to talk to anyone at school or at home, ring ChildLine on freephone **0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the textphone 0800 400 222. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.



## **Lordswood Girls' School & Sixth Form Centre**

### **Anti-bullying Information for Parents & Carers**

#### **Is it bullying?**

It is if individuals or groups are:

- persistently calling your child names;
- threatening them;
- pressuring your child to give someone money or possessions;
- hitting/hurting your child;
- damaging or stealing your child's possessions;
- spreading rumours about your child or your family;
- using text, email, web spaces or social media to write or say hurtful things about your child (cyber bullying)

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

#### **What should you do if your child is being bullied?**

Talk to school staff about the bullying. At Lordswood Girls' School your first contact point to report concerns about bullying is your child's Achievement Co-ordinator or the Intervention and Behaviour Support Manager. They are best contacted on 0121 429 2838, or by email at [lgs-enquiry@lordswoodtrust.co.uk](mailto:lgs-enquiry@lordswoodtrust.co.uk).

It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

- Be as specific as possible about what your child says has happened.
- Give dates, places and names of other students involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

#### **What will Lordswood Girls' School do?**

Lordswood Girls' School does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied;
- take actions to ensure that the person doing the bullying is supported to help them understand the consequences of their actions and change their behaviour.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- check with the school anti-bullying policy to see if agreed procedures are being followed;
- make an appointment to discuss the matter with the Headteacher and keep a record of the meeting; and if this does not help, write to the chair of governors explaining your concerns and what you would like to see happening.

For more ways to support your child, you could visit the following:

[www.nfpi.org](http://www.nfpi.org) (National Family & Parenting Institute)

[www.childnet.com](http://www.childnet.com)