LORD LAWSON OF BEAMISH ACADEMY

ANTI-BULLYING POLICY

Originator: Katie Barron

Revision: 003

Reviewed by Governing Body: December 2022

Date of next review: December 2024

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Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. We believe that every student has the right to be treated with respect and should be able to trust in the systems that we have in place to keep them safe. Bullying of any kind is unacceptable at Lord Lawson of Beamish Academy and does not fit with our core values. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, appropriately, and effectively.

The governing body values the good relationships fostered by the Academy and expects that every allegation of bullying will be taken seriously. This addition has been made in order to link our practices very clearly to our values

All staff, students and parents/carers should be aware of the negative effects that bullying can have on individuals and the Academy in general and should work towards ensuring that students can work in an environment without fear.

Bullying is unacceptable in this Academy and will not be tolerated. The Academy also recognises that it must take note of bullying perpetrated outside of the Academy which spills over into the Academy. The Academy will do what is reasonably practicable to eliminate any such bullying.

Our Anti Bulling Policy forms part of our overall safeguarding commitment to our students. It is also linked to our E-Safety policy, Acceptable ICT use, SEN policy and Child protection policy.

Aims
- To ensure that all governors, teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is and the procedures used to deal with it.

- To take measures to prevent all forms of bullying in the Academy and off-site activities

- To identify and support those who might be involved in incidents of bullying and put in place measures to ensure that the behaviour is stopped.

What is bullying?

Bullying is repeated negative behaviour which is intended to make others feel upset, uncomfortable or unsafe. Bullying often involves a real or perceived imbalance of power.

Bullying can be:

- Emotional: Derogatory name calling of an insulting and/ or personal nature. Demanding money, material goods or favours by means of threat or force

- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference

- Verbal: Name calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual

- Cyber: All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls, including sexting. Misuse of associated technology, i.e. camera and video facilities.

Bullying can be driven by prejudice such as:

- Racist: Racial taunts, graffiti, gestures

- Sexual: Unwanted physical contact or sexually abusive comments because of, or focusing on the issue of sexuality (homophobic)

- Sexual orientation: homophobic, biphobic, transphobic or bullying targeting people because they are or are perceived to be LGBTQ

- Disability: bullying because of special needs or a disability

- Bullying because of family situations or being in care

- Bullying because of religion.

Responsibilities of all stakeholders

All staff will:

- Understand and implement procedures to confront bullying of any form

- Listen to all parties involved in incidents

- Investigate incidents promptly and as fully as possible, never letting incidents of bullying pass unreported, whether on site or during an off-site activity

- Take appropriate action and to refer to Tutor/Year Leader/anti-bullying lead/SLT as appropriate. Year Leader/anti-bullying lead/SLT will record this on a centralised system (CPOM's) and categorise as the relevant type of bullying.

- Share with parents/carers of the victim and perpetrator, all incidents of bullying behaviour. This will be done in negotiation with the victim.

- Promote open management styles which facilitate communication and consultation within the Academy and relevant agencies when appropriate

- Promote the use of interventions which are least intrusive and most effective

- Take part in any anti-bullying programme delivered through tutor time and the Personal Development teaching throughout the Academy.

Anti-bullying education in the curriculum

The Academy will raise the awareness of the anti-social nature of bullying through a Personal Development curriculum, assemblies, the student leadership team, and use of tutorial time and the national curriculum programmes of study as appropriate.

Informing the whole school community

The whole school community are informed and consulted in a variety of different ways regarding anti bullying procedures. The school community are reminded of the policy and how to access it through assemblies in anti-bullying week. Students and staff are consulted on the effectiveness of the anti-bullying policy through annual questionnaires and this information is collated by SLT to inform future policies. Students have a direct input in regard to the effectiveness of how bullying is dealt with in the academy through Year Group Council meetings. These meetings allocate time to allow students an opportunity to feedback on current practice and potential improvements to the system.

Signs of bullying

A student may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from the Academy

- Does not want to go on the scholars/public bus

- Changes their usual routine

- Is unwilling to go to the Academy

- Begins to truant

- Becomes withdrawn, anxious, or lacking in confidence

- Attempts or threatens suicide or runs away

- Feels ill in the morning

- Possessions get 'damaged' or 'go missing'

- Asks for money or starts stealing money

- Unexplained cuts or bruises

- Becomes aggressive, disruptive or unreasonable

- Bullying other children or siblings

- Stops eating

- Is frightened to say what is wrong

- Gives improbable excuses for any of the above

- Afraid to use the internet or mobile phone

- Nervous or jumpy when cyber message is received.

- Poor attendance

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

Reporting a concern
If an incident of bullying is experienced, witnessed or suspected, it is important that we are made aware of this so that we can respond quickly.

Anyone can report an incident of bullying and this can be done in the following ways:

1. Speak directly to a member of staff
2. Click on the DNA reporting shield, visible when students are logged on to any school device.
3. Complete a report slip and place it in one of the anti-bullying boxes placed around the school site.
4. Email the dedicated anti-bullying mailbox at antibullying@lordlawson.academy

5. Write a note in the safe space at the back of your PD book

How we will respond to a report of bullying

- All incidents reported will be logged on a central system
- Anyone who has been subject to bullying or witnessed an incident of bullying will be asked to fill in a report providing key information about where, when, who was involved and the type of bullying.
- An investigation will be undertaken in which all parties are spoken to, which will be completed in a timely manner.

Protocols and outcomes

We are an anti-bullying school and we want a culture where students feel listened to and supported.

Bullying incident reported

We will Speak with the student who has reported the incident and collect a statement. We will reassure the student that the incident will be investigated. An investigation will include the following:

1. Identify student(s) engaging in bullying behaviour
2. Identify any witnesses
3. collect statements from all identified students
4. **Contact the parents of the student who has reported that they have experienced bullying behaviour to let them know that we will investigate.**

- We will check CCTV where appropriate.
- Liaise with anti-bullying lead regarding next steps

Evidence found

No evidence found

We will speak with the student against whom the allegation was made and advise them of our findings.

- A decision will be made by Mr Cooper/Mr Walsh or the anti-bullying lead regarding appropriate sanctions. These will be in line with Academy guidelines and will be variable depending on the severity of the actions.

- Where the incident is a repeat offence, a staged system will be followed (see below).

- Contact will be made with the parent of the perpetrator and the parent of the student who has experienced the bullying behaviour.

- Ask students involved in bullying behaviour will be asked to sign a respect agreement.

- All details of the incident will be recorded on a centralised system (CPOM's) and on the bullying log.

- We will speak with student who has experienced the bullying behaviour and explain that there is not enough evidence to issue sanctions at this point but the situation will be monitored.

- We will advise the alleged perpetrator that the situation will be monitored.

- We will contact the parents of both students to advise that the situation will be monitored.

- We will ask students involved to sign a respect agreement.

- We will discuss further possible support where appropriate such as counselling or restorative work.

All details will be recorded on CPOM's

The Anti-bullying lead will meet with the student who rereported the incident on a weekly basis and after 3 weeks they will complete a follow up questionnaire.

Stage 1

- **Students will be issued with a verbal warning.**
- Appropriate consequences will be issued; these could include time in the Learning Support Room (LSR).
- Parents of the perpetrator will receive a phone call to advise them of the warning, future expectations and possible outcomes if there are further incidents.
- A formal record of all conversations will be made and recorded on a centralised system.

Stage 2

- **Where students engage in bullying behaviour following a first warning they will be issued with a written warning.**
- Appropriate consequences will be issued; these could include time in the LSR or a suspension (fixed term exclusion).
- Parents of the perpetrator will receive a phone call to advise them of the written warning, future expectations and possible outcomes if there are further incidents.
- A formal record of all conversations will be made and recorded on a centralised system.
- Counselling may be offered to help identify the cause of the behaviour.

Stage 3

- **Students will be issued with a final written warning.**
- Appropriate consequences will be issued; these could include a fixed term exclusion.
- Parents of the perpetrator will be expected to attend a meeting with year base staff and the anti-bullying lead to discuss expectations and the outcomes if there are any further incidents.
- A formal record of all conversations will be made and recorded on a centralised system.
- Students may be referred to the school counsellor.

In all instances, where deemed necessary, external agencies will be contacted

Strategies in place to prevent bullying

- To create an ethos of good behaviour where students treat one another and staff with respect because they know this is the right way to behave.

- To promote a climate of openness (a) in which it is widely perceived as 'right' to report any instance of anyone being treated improperly by anyone else, (b) in which bullying specifically is understood to be unacceptable, and (c) which works on the twin principles that bullying thrives on secrecy and prevention is better than cure.

- To ensure that a clear and effective reporting system exists for dealing with bulling and suspected bullying of which staff, students and parents/carers are aware.

- To help prevent bullying by providing opportunities for discussion with students and staff within the academy's Personal Development and pastoral programmes, as well as through subjects' curricular openings (e.g. through empathy work in history and English) and assemblies.

- To ensure that students are aware of the Anti-Bullying Policy through the use of displays and an information sheet for students which will be shared via the tutorial programme.

- To ensure that students are aware of the standards and expectations set by the school's Student Acceptable ICT Use Policy regarding cyber activities (as defined above).

- To provide opportunities for continuing professional development to staff, via inset and other means, regarding their roles and responsibilities in preventing and responding to bullying.

- To ensure that all students have access at all times to an adult in school to whom they may talk in confidence and know that that adult will deal with the matter urgently and with discretion.

- To make students aware of help lines, and that such numbers are prominently displayed in and around the Academy.

- To make clear to students and parents/carers that bullying is unacceptable and that the Academy will not tolerate such behaviour.

- To review and update (as necessary) this policy and its procedures annually.

- To be aware that although bullying itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – can amount to a criminal offence: for instance, under the Protections from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public

Order Act 1986. The Academy may seek assistance from the police in appropriate circumstances.

- To involve parents and carers by making a copy of this policy available via the Academy website.

- To ensure students are informed about how to keep themselves safe online. This will be done through the personal development curriculum, tutorial programme and/or our assembly programme.

Equality Act

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, gender identity, maternity and pregnancy, religion and belief, and sexual identity

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

In fulfilling the legal obligations cited above, we are guided by seven principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- Society as a whole should benefit.

We base our policies and practices on sound evidence taken from best practice and recent and relevant research.

Helpful Organisations

The Diana Foundation	https://www.antibullyingpro.com
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon – Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Kooth	https://www.kooth.com