



Lord Lawson of
Beamish Academy

LORD LAWSON OF BEAMISH ACADEMY

ANTI-BULLYING POLICY

Originator: Katie Henderson-Thynne and Evangeline Walker

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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 is an example of how we live out our values of trust, respect, courage and ambition.

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

Our Anti Bullying 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 school and in 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, manipulation or deliberate isolation.
- 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.
- Sexual: Unwanted physical contact, inappropriate touching, sexually abusive comments., exposure to inappropriate films or AI created/generated content.

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



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- 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



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- 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. Complete a report slip and place it in one of the anti-bullying boxes placed around the school site.
3. Email the dedicated anti-bullying mailbox at antibullying@lordlawson.academy
4. Write a note in the safe space at the back of your PD book
5. Attend a tutor drop-in session with the anti-bullying lead



How we will respond to a report of bullying

- All incidents reported will be logged on a central system, CPOMS
- An investigation will be undertaken in which all parties are spoken to, which will be completed in a timely manner.
- All incidents will be logged by the anti-bullying lead on the unkindness/bullying log, using the incident/descriptor levels found in Appendix A.

Protocols and outcomes

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



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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 and review CCTV where possible and appropriate
3. Collect statements from all identified students where appropriate
4. **Contact the parents/carers of the student who has reported that they have experienced bullying behaviour to advise that we will investigate.**
5. All incidents of unkindness/bullying will be recorded on a centralised system (CPOMS) and the Anti-Bullying Lead will be made aware.

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

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 a member of the pastoral team 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.
- All details of the incident will be logged following the incident descriptor/levels in Appendix A.
- Contact will be made with the parent/carer of the perpetrator and the parent/carer of the student who has experienced the bullying behaviour.
- All details of the incident will be recorded on a centralised system (CPOM's) and on the bullying log.

No evidence found

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

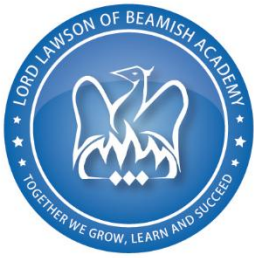
The incident will be logged following the incident/descriptor levels found in Appendix A.

- We will advise the alleged perpetrator that the situation will be monitored.
- A member of the pastoral team will contact the parents/carers of both students to advise that the situation will be monitored.
- We will discuss further possible support where appropriate such as counselling or restorative work.
- All details will be recorded on CPOM's



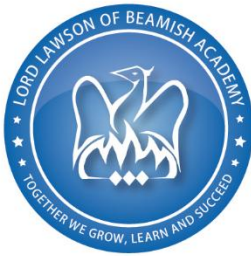
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Strategies in place to prevent bullying

- 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 bullying 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 poster for students which will be Displayed on every corridor and in every classroom in the school
- To ensure that students are aware of the standards and expectations set by the school's Student Acceptable ICT Use Policy regarding cyber activities.
- 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.



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- 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

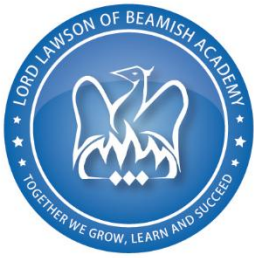
In fulfilling the legal obligations cited above, we are guided by seven principles:

- 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



Appendix A: Logging and following up incidents of bullying and unkindness

Level 1 Incident — Low-Level Unkindness

A first-time incident between students in which the behaviour is judged to be unintentional or accidental by the pastoral leader. The behaviour has caused upset but shows no evidence of ill intent or deliberate harm.

Examples of Level 1 incidents:

- Minor friendship disputes or misunderstandings
- Non-offensive language that caused accidental hurt
- Excluding someone from a group with no intent to target or isolate
- Lack of evidence following a report that appears minor/unserious
- Telling a joke that unintentionally upset someone
- “One-off” rude or abrupt comment without targeting
- Accidental physical contact (e.g., bumping, pushing in line without intent)

Follow-up and actions:

There is no sanction required. A restorative conversation between the students is conducted where appropriate, followed by a verbal warning and a clear explanation of why the behaviour was unkind. The pastoral member managing the incident will reference the school’s Anti-Bullying Policy to reinforce expectations. **Incident logged and monitored as a level 1 incident by Anti-Bullying Lead.**

Level 2 Incident — Targeted Unkindness or Harmful

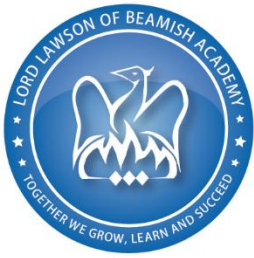
A first-time incident where behaviour shows clear evidence of ill intent or deliberate targeting. The behaviour has caused emotional, social, or physical harm.

Examples of Level 2 incidents:

- Offensive or targeted name-calling (appearance, family, socio-economic)
- Prejudiced comments (racism, homophobia, ableism, sexism, etc.)
- Physical aggression (pushing, hitting, tripping)
- Purposeful humiliation, mocking, or imitating someone to embarrass them
- Deliberately excluding someone to cause upset
- Taking or damaging another student’s belongings
- Sending a hurtful message online (during school hours)
- Threatening language without repeated behaviour

Follow-up and actions:

For a Level 2 incident, an appropriate sanction will be applied depending on the severity of the behaviour. Parents will receive a phone call informing them of the incident and how it relates to the school’s Anti-Bullying Policy. Targeted interventions may be provided where relevant, such as sessions on racism or homophobia, restorative conversations, anger management support, or social skills



and emotional regulation offered by the Learning Support Room. **The student will be placed on the level 2 incident monitoring list by the Anti-Bullying Lead.**

Level 3 Incident — Bullying

Behaviour that is **repeated**, intentional, and aimed at hurting, upsetting, or intimidating another student. Clear evidence must be established through investigation.

Examples of Level 3 incidents (bullying):

- Repeated name-calling or insults
- Ongoing targeting related to identity (race, religion, gender, sexuality, etc.)
- Physical intimidation or repeated physical aggression
- Spreading rumours or persistent social exclusion
- Sustained online abuse or repeated harmful digital messages
- Encouraging others to isolate or target a student
- Repeated mocking, mimicking, or humiliation

Follow-up and actions:

The incident will be formally recorded as bullying, and sanctions will be applied based on the severity and frequency of the behaviour. The Anti-Bullying Lead will meet with the student to develop a clear behaviour-change plan.

Behaviour-Change Plan which may include:

- A clear instruction to cease contact and remain away from the targeted student (including seating plans, social times, and online contact where appropriate).
- Specific behaviour targets set by the Anti-Bullying Lead.
- Regular monitoring and check-ins with the Anti-Bullying Lead or Head of Year.
- A behaviour report card or staff feedback to monitor conduct across lessons and social times.
- Attendance at an appropriate intervention (e.g. pastoral mentoring, social skills support, online safety education, restorative work).
- Parental involvement to support agreed targets at home.
- Review meetings to assess progress and determine whether further action is required.

Failure to meet agreed targets may result in escalation in line with the school's Behaviour Policy.

Parents will be contacted to explain what happened, confirm that the incident has been logged as bullying, and outline the measures the school will use to monitor



and support improvement. Where necessary, the Safeguarding Lead may become involved, and the student's behaviour will be subject to regular monitoring and

follow-up reviews. **Incident will be logged as level 3 bullying and monitored by Anti-Bullying Lead.**

Additional logging procedures

Prejudiced Behaviour:

Racist, homophobic, and other prejudiced incidents logged again separately in a dedicated spreadsheet record of follow-up actions, interventions, and progress ensures accountability and reporting accuracy. Hate crimes incidents will be reported to the local authority.

Identifying Repeat Offenders:

Students with multiple Level 1 or Level 2 incidents across different peers or contexts will be flagged. Possible actions depending on severity include:

- Meeting with Anti-Bullying Lead
- Contact home
- Possible escalation to Level 3 if pattern suggests targeted behaviour

Aim is early intervention before behaviour becomes entrenched.

Incidents Occurring Outside School Hours:

Where incidents of unkindness, harm, or bullying occur outside of school hours (including online behaviour), the school will log the concern on separate spreadsheet and monitor the students involved but generally will not apply sanctions for actions that took place off-site and not in students' journey to and from school. Incident may be used as context if bullying/unkind behaviour is continued in school or on student's journey to or from school.

Parents will be informed of the incident and offered advice on how to support and manage the behaviour at home. Students will receive advice within school on how to make safer and more positive choices, and staff will continue to observe their behaviour during school hours to ensure that the issue does not continue or spill over into the school environment

If the behaviour continues outside of school or poses a risk, parents may be advised to contact the police or relevant support charities, such as Childline, The Diana Award Anti-Bullying Team, or the NSPCC. Examples of when external support may be required include ongoing online harassment, repeated threatening messages, or behaviour that escalates despite school guidance.