



ESTABLISHED 1906

Lord's Independent School

ANTI-BULLYING POLICY

Review Schedule: Annual

Lord's Independent School

ANTI-BULLYING POLICY

Next review date: August 2025

In Lord's School, we aim:

- to be a community in which the values of integrity, compassion, tolerance, and justice are fostered.
- to ensure that each person values and understands the aspirations, needs, and work of others.
- to be a community where individuals are respected and encouraged to reach their full potential.
- to ensure that every member of the community feels significant, secure and valued.
- to provide a secure framework in which pupils can grow towards independence and self-discipline and take their place responsibly in society.

Statement of Principles

- Lord's School provides a culture of treating everyone with respect, regardless of their ethnicity, social group, gender, age, sexual orientation, or disability.
- Lord's School will ensure that policies in place aimed at preventing bullying are implemented, and that any incident of bullying is addressed with sensitivity.
- Lord's School believes it is a fundamental right of every young person to live and learn in a safe, secure, and nurturing environment.
- Lord's School is sensitive to any signs of bullying and will ensure that all children and young people are listened to.
- Lord's School will try to help both the person who has been bullied and the person who is bullying.
- Lord's School will endeavour to ensure that, wherever possible, the child being bullied will be supported to remain in his/her current placement.
- Lord's School will ensure that children and their parents know what they should do, and to whom they can talk if they believe someone is being bullied.

What is Bullying?

2.1

Bullying means deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are: -

- Physical (e.g. hitting, kicking, spitting);
- Verbal (e.g. name calling, threatening, racist remarks).
- Indirect (e.g. spreading rumours, excluding someone from the group, stealing from someone).

2.2

The effect of bullying behaviour can also be made worse by the contribution of the bystander/collusive behaviour. This can manifest itself by: -

- A person choosing to ignore or deny that a bullying incident has occurred.
- A person who has witnessed an incident supporting the bully.
- A person who has witnessed an incident refusing to report it.
- A person who has been informed that an incident has occurred not responding appropriately to the informant/information.
- A person failing to report that a colleague has committed or has been accused of or implicated in a bullying incident.

Bystander/collusive behaviour is negative, disrespectful, unprofessional and acts to endorse the behaviour of the person who is bullying, and thus encourages further incidents.

Context

We recognise that bullying occurs in all schools and that bullying undermines a child's self-esteem and sense of security and may affect their attendance and attainment. It can also lead to serious psychological damage.

No person deserves to suffer the pain and indignity that bullying can cause. When a pupil feels safe at school, they are in a much better position to realise the five outcomes of "**Every Child Matters**". Our policy is to reject and be seen to reject all forms of bullying.

It is possible for any member of the school community to experience bullying. In developing this policy, we have considered the needs and views of our pupils, their parents, and those of the teaching staff.

School's definition of bullying

Bullying, as defined in the DCSF document - 'Safe to Learn – Embedding anti-bullying work in schools', - is behaviour which intends to cause distress, and which can be defined as repeated occurrences of physical, psychological, social, or verbal abuse.

This includes threats, physical attacks, name-calling, mocking, harassment, and sexual bullying. Bullying may derive from racial, sexist, homophobic and religious prejudice, and may be directed against those with a disability or a different appearance, or those with different home circumstances.

It also includes cyber bullying through unacceptable use of mobile phones and the internet. Bullying can occur between pupils, between pupils and staff, or between staff. It can be perpetrated by individuals or by groups, face to face or indirectly. Single acts of any of the above forms of abusive behaviour will not be tolerated.

Lord's Objectives

1. Pupils experiencing bullying.

- To prevent, de-escalate and stop any continuation of harmful behaviour.
- To take steps to help 'victims' feel safe and confident again.

2. Pupils engaged in bullying.

- To promote an atmosphere in which all members of the community know that no form of bullying will be tolerated.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.
- To work with bullies where necessary, so that they are held to account for their actions and accept responsibility for the harm they have caused.

3. The Head and Teaching Staff

- To raise awareness of the issue, to ensure staff are alert to and accepting of the possibility of bullying, and to ensure that it is the responsibility of everyone to report any incident of bullying to a member of staff or to a fellow pupil.
- To adopt a preventative approach to safeguard the well-being of pupils and staff. □ To develop a whole school approach so that no one child or teacher is left alone to try to resolve a bullying problem.
- To develop clear systems for reporting bullying and make everyone aware of the procedures to be followed in dealing with incidents.
- To ensure that staff and parents are alerted to possible signs that a pupil is being bullied.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To provide help and support for pupils affected by bullying.
- To evaluate procedures.

4. Parents

- They are clear that the school does not tolerate bullying.
- They are aware of procedures to use, and staff to contact if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.

Procedure for dealing with bullying.

Recording and Reporting

It is the responsibility of everyone to report any incident of bullying to a member of staff or to a fellow pupil. Strategies for recording and reporting are as follows:

1. Reporting

- Delegation of responsibility for anti-bullying work to a member of staff.

- To have in place a variety of confidential systems for reporting by pupils of incidents:
 - i) Pupils may notify staff in full confidentiality about incidents of bullying, or they may give something in writing.
 - ii) Staff must record on the school Sims system and immediately notify the Head teacher.

- To raise awareness of staff about recording and reporting procedures, during meetings.

- To raise awareness about strategies for dealing with bullying through the printed policies.

Recording

All relevant documentation will be stored with the Head Teacher.

To have follow-up systems to ensure that agreements are sustained.

- Establishing a review period as on pro forma.
- When bullying does occur, School needs to respond promptly, firmly and consistently. Staff must be clear about their roles and responsibilities in preventing and responding to bullying.

Responsibility for anti-bullying strategies lies with every member of staff.

Appropriate and commensurate disciplinary sanctions will be implemented by the Head and the teachers to hold the perpetrator to account for their behaviour. These include interview, detention, internal suspension, external suspension. In the case of cyber bullying they may include confiscation of mobile phone whilst in school and withdrawal of access to intranet and internet or use under staff supervision.

Permanent exclusion may be justified in the most serious and persistent cases.

Disciplinary penalties have three main purposes:

- To impress on the perpetrator that what they have done is unacceptable.
- To deter them from repeating that behaviour.
- To signal to other pupils that the behaviour is unacceptable and deter them from doing it.

In implementing sanctions, it is necessary to ensure that bullying behaviour is dealt with in a way which protects the victim, which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

Where it is considered that a Child Protection issue has arisen, as with types of cyber bullying, external agencies will be involved.

Where a pupil has retaliated after persistent bullying, the school will consider this different from an unprovoked attack.

To devise appropriate learning programmes for the perpetrator to help them to face up to the harm they have caused and provide them with an opportunity to make amends; using 'No Blame' approach resources to encourage empathy and reflection.

Preventative strategies

- Use of strategies to encourage pupils to behave well and take care of each other
- Curriculum time in PSHE is used to discuss issues of friendships, relationship, and bullying.
- Informal discussions as and when necessary to reinforce that bullying will not be tolerated.
- Use of displays to promote these messages.
- Use of the Anti-Bullying Charter to communicate and celebrate the school commitment to anti-bullying.
- Rewards for individual pupils who take a specific role in anti-bullying work.
- All pupils are clear about the role they can play in preventing bullying.

Professional Development of staff

There should be an appreciation by staff of the importance of detecting and dealing with bullying. Information and guidance should be made available to staff on the indicators of bullying. CPD to train staff on strategies for dealing with bullying.

Helping pupils to help themselves and each other.

Through planned sessions during tutor time in which a teacher facilitates a safe and positive environment for pupils to take turns, if they choose, to talk about an issue of concern.

Encouraging neutral pupils to help.

Through assertiveness training in Citizenship which can help rebuild confidence and resilience for a child who has been bullied.

Through being encouraged to have a say about the disciplinary sanction regime of their school and suggesting suitable sanctions for bullies. This will ensure pupils view sanctions as fair and will make them feel they have an influence over tackling the issue via School Council.

To establish review procedures to identify and prioritise necessary changes.

Cyberbullying

Definition of Cyber-bullying

"Cyber-bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet, interactive and digital technologies or mobile phones."

(Taken from the Byron Review)

It includes using mobile phones or internet sites to send abusive messages or make defamatory statements about pupils or teachers. It includes cyber stalking and unauthorised publication of private information or images.

Website abuse is corrosive. It can undermine the self-esteem of individual pupils and staff, can undermine the professional status of staff, and can destroy the trust between staff and pupils. Some cyber-bullying is deliberate and intentional, but in other cases distress to the victim can be caused by something that is seen as a joke by the other person.

Dealing with Cyber-bullying

Recording and Reporting

Are in the identical manner as with all other types of bullying.

The pupil being bullied in this way will usually have the texts or emails in question and should be encouraged to keep them.

Will be as with all other types of bullying. The person(s) responsible for Cyber-bullying should be subject to the appropriate school sanction for bullying behaviour.

In addition, the student will be deemed to have breached the 'acceptable use agreement' and so may have their access to intranet/ internet facilities withdrawn.

Prevention

Use of PSHE in curriculum time to advise pupils about safe use of ICT, particularly mobile phones, and the internet.

Information poster to be displayed in school regarding unacceptable use of the internet and E-Safety.

Notification of any incident(s) to parents/ appropriate authority, in some serious cases notification to the Police authority.

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. **Reaction**

This type of behaviour will not be tolerated at Lord's School and will be dealt with in accordance with this policy procedures.

Racism or '**Racial** harassment refers to harassment suffered by individuals, or groups, because of their colour, **race**, nationality, or ethnic or national origins. The harassment may be verbal or physical and can also include attacks on property'.

Reaction

Again, this type of behaviour will not be tolerated at Lord's School and will be strictly dealt with in accordance with this policy procedures.