Anti-Bullying Policy
Lynch Hill Enterprise Academy

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Contents

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1. Policy Objectives

Lynch Hill Enterprise Academy will

- Endeavour to create an environment where bullying is seen as anti-social behaviour that will not be tolerated by the school community.

- Take bullying seriously.

- Make sure that pupils who experience bullying know how to get help.

- Offer help and support to pupils who are bullied

- Help pupils who bully to understand the consequences of their actions and behaviour.

2. Definition

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition).

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years. ABA defines bullying as: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, face-to- face or online bullying via text messages or the internet – cyber bullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or can be because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- **Physical** - for example, hitting, kicking, shoving, theft;

- **Verbal** - for example, threats, name calling, racist or homophobic remarks;

- **Emotional** - for example, isolating an individual from activities/games and the social acceptance of their peer group;

- **Cyber-bullying/online bullying** is defined as 'the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else' (DfE definition). It is another form of bullying which can happen at all times of the day, with a potentially bigger audience.

Bullying is a type of behaviour which needs to be defined by the impact on the victim rather than the intention of the perpetrator.

Bullying often starts with low-level events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

3. Risks

The Child Victim

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self- harm.

Children are often held back from telling anyone about their experience either by threats, a feeling that nothing can change their situation, that they may be partly to blame for the situation or that they should be able to deal with it themselves.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated. Parents should be provided with information as to what they should do if they are worried that their child is being bullied - i.e. where they can obtain advice and support including keeping safe on the internet.

Any child may be bullied but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on his or her own. Bullying may be fueled by prejudice - racial, religious, homophobic and against children with special education needs or disabilities or who are perceived as different in some way. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the potential seriousness of violence (including sexual violence) that these forms of bullying take is characterised through inappropriate sexual behaviour.

Children living away from home are particularly vulnerable to bullying and abuse by their peers.

The Child Bully

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

Work with children who bully should recognise that they are likely to have significant needs themselves.

4. Types of bullying

Types of bullying are defined as below:

- **Emotional** – exclusion from friendship groups, unfriendliness, talking to others about the victim, name calling, mimicry, ridicule, graffiti and comments about appearance or physical development.
- **Physica**l – any physically aggressive act from pushing, kicking, pinching, tripping, nudging and punching to a full violent attack. They may or may not include the use of a weapon.
- Verbal – name calling, sarcasm, spreading rumours and teasing by individuals or a group.
- **Cyber** – using modern technologies to aid the bullying process. This can be done via the Internet through chat rooms, MSN and Email and may include the transfer of pictures and video recordings of the victim. Mobile phones may be used to send text or verbal messages and may also be used to take and send pictures or video recordings of the victim.
- **Social** – sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying can include: lying and spreading rumours, negative facial or physical gesture, playing nasty jokes, mimicking unkindly, encouraging others to social exclude someone, damaging someone's social reputation or social acceptance.
- **Silent:** exclusion from friendship groups, non-verbal threats and gestures, spreading malicious

rumours via written notes.

- **Indirect:** following the bullying behaviour of a group in order to gain acceptance.

5. Motivators for bullying

- **Sexist** – Prejudice or negative attitudes, beliefs or views about someone based on their sex
- **Homophobic & Biphobic**– verbal or physical bullying directed at the sexuality of the victim, usually with reference to gay, homosexual, and bisexual comments.
- **Transphobic** - behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender
- **Religious intolerance** - intolerance of another's religious beliefs or practices or lack thereof
- **Racis**t – the victim is targeted for belonging to a particular minority group. Comments, graffiti, taunts or physical assault is referenced to the victim being part of a racial group.
- **Special Educational Needs and or Disabilities** - S.E.N.D – bullying of pupils because of their special educational needs. This could be because of physical or academic issues. This also includes more able and hardworking pupils who suffer abuse

6. Indicators

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. Children may also choose to avoid locations and events which they had previously enjoyed - changes in attitude towards schools or organised activities are particularly significant.

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route;

- Feeling ill in the mornings;

- Beginning to truant;

- Beginning to perform poorly in their school work;

- Coming home regularly with clothes or books destroyed;

- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;

- Attempting or threatening suicide;

- Crying themselves to sleep, having nightmares;

- Having their possessions go missing;

- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;

- Refusing to talk about what's wrong;

- Having unexplained bruises, cuts, scratches;

- Beginning to bully other children/siblings;

- Becoming aggressive and unreasonable.

should be taken seriously and parents/carers are encouraged to contact school if they notice changes in their child's behaviour at home.

7. Processes and Procedures

The school will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. This may be by the individual member of staff for minor incidents or referral through the school's pastoral management structure for more serious or persistent incidents. The exact response will be determined by the particular pupil's needs and may include:

- Immediate action to stop the incident and secure the victim's safety
- Medical treatment by the school First Aider
- Positive reinforcement that reporting the incident was the correct action.
- Use of a formal report sheet in order to structure a response to the incident. Reassurance that the victim is not responsible for the actions of the bully.
- Sympathy and empathy
- Counselling (peer, teacher support staff or outside agency).
- Peer support, mentoring or mediation.
- Informing and/or involving parents/carers.
- Referral to outside counselling agencies
- Arrangements to review progress.

Lynch Hill Enterprise Academy is determined that all students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school is aware of the pressures and dangers that may be present through new technology and our anti-bullying policy makes explicit how we will educate and protect our students. Students who are involved in any form of bullying behaviour will be subject to the school's sanctions in line with the LHEA Behaviour policy.

8. Associated policies

School Culture & Behaviour for Learning Policy

Child Protection & Safeguarding Policy

Appendix 1

A Whole School statement on Bullying

The school acknowledges that bullying occurs, and has put in place an Anti-Bullying Policy The school will raise awareness of the issues involved and introduce strategies to tackle it.

The effectiveness of our anti-bullying strategies will be reviewed annually and staff awareness maintained in terms of the need for vigilance and action. If we are to continue to successfully combat bullying, responsibility must be shared by students, staff, parents and governors.

The school counsellor is available for students to talk about worries over medical and personal matters. The Head of Year can then refer the pupil to a relevant person if necessary.

The Personal Social and Health Education (PHSE) programme incorporates work on bullying. Over time, it will address a wide range of issues on bullying and give pupils opportunity to discuss these. Likewise, the attitude and approach of the staff in the classroom will set standards, which are a model for expected behaviour.

The school works closely with professional services and local organisations to provide appropriate support for students who are being bullied and who are, themselves, bullies such as: The Educational Psychology Service, Social Care, the Local Authority Designated Officer and Aik Saath

If bullying occurs, it is most likely to happen at social times. The structure and supervision of the play and social areas of the school are constantly monitored.

Parents are made aware that the school has an Anti-Bullying Policy and a summary can be found in the student handbook. .

Activities to communicate the anti-bullying message take place throughout the year but in particular during Anti-Bullying Week which is a national event held each November.

Appendix 2

Dealing with Bullying: Advice to staff

Dealing with bullying: advice to staff

- Don't ignore it. Listen to the pupil. If you have no time to listen immediately arrange another time or direct the pupil to another colleague. Avoid being dismissive because you are busy. If you feel out of your depth, refer the matter to a more senior or more experienced colleague.

- It is likely that the victim will be worried or frightened now that the bullying incident has come to light. Reassure them that they have your full support and congratulate them on the huge step they have taken in reporting the problem. Make them aware that bullying is not always resolved immediately and that they must continue to keep teachers informed if the problem continues or returns at a later date. Let them know that the school will continue to work on the problem until it is resolved.

- Discuss with them what they wish you to do. Make sure they understand the action you are going to take.

- Talk to all the pupils involved. Make notes and if relevant, take written incident statements.

- Decide: Is this a one-off incident or a repeated problem (ie bullying)? If this is a minor problem, you may decide that it is sufficient for you to speak to those involved. In more serious or repeated situations, you should refer to the Head of Year. Inform the tutors of both victim and bully. Provide Head of Year with copies of any written statements.

Action by Head of Year

- All cases of bullying should be recorded at HOY level.

- Decide on an appropriate response to the incident. This will always be acknowledged and usually will involve some form of punishment for the offender(s). Punishment may vary from a detention to internal exclusion: or removing the pupil(s) from circulation at social times; or some other form of the withdrawal of privileges.

- **Parents are always to be informed in a case of bullying**. This contact should detail what has occurred and the action taken by the school. In some cases, it may be necessary to ask parents to come into school to discuss the incident.

- At the earliest opportunity after the incident, time should be set aside to set up a restorative justice meeting for both the victim and the offender(s). This may be done separately or together; in which case it must be with the consent of the victim. It should provide an opportunity to examine the incident and help the offenders come to an understanding of why bullying is seen as unacceptable behavior.

Appendix 3

Advice to Parents, Students & links to Specialist Organisations

Advice to parents on bullying

The list of websites below all offer helpful advice which is in addition to the procedures set out in this policy and also the information contained with the student handbook which can be downloaded from the school website.

Advice to students on bullying

Advice for pupils is included in the student handbook issued to all pupils at the start of the school year. This is supported by tutorial work and assemblies that emphasise the right of students to take action if they are being bullied and their responsibility to act on behalf of others.

Specialist Organisations that might support parents and students:

- Slough Safeguarding Partnership: This is a group of people from all the organisations that work in Slough and we work together to safeguard children and vulnerable adults.

- **The Anti-Bullying Alliance (ABA)**: Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues;

- **Kidscape**: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people;

Cyber Bullying:

- **ChildNet International**: Specialist resources for young people to raise awareness of online safety and how to protect themselves;

- **Internet Watch Foundation**: (for reporting illegal images and content);

- **Think U Know**: Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers;

- **Digizen**: Provide online safety information for educators, parents, carers and young people;

- **Advice on Child Internet Safety 1.0**: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT:

- **Stonewall**: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- **Mencap**: Represents people with learning disabilities, with specific advice and information for people who work with children and young people;