

## **Definition of Bullying**

*"Bullying is different from random acts of aggression. A person is bullied when he or she is exposed regularly and over time to negative behaviour on the part of one or more persons. It is behaviour that is intended to hurt someone either physically or emotionally over a period of time, often aimed at certain groups because of race, religion, gender, sexual orientation or SEND and in circumstances where it is difficult for those being bullied to defend themselves."*

## **Our Principles**

- LHS is a happy, harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, purposeful learning environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in an appropriate and socially acceptable manner at all times.
- Every member of staff has a key role in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfil their potential free from bullying.
- The well-being of every young person is of paramount importance; every learner has the right to a high quality learning experience at school, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students.
- There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.
- Our mission values statement is in our respect agenda that respect is shown for the individual and that confidence is developed. We hope to foster responsibility. We have a charter of students' rights and responsibilities, to be displayed around the school.

## **Types of Bullying**

There are various types of bullying, but most have three things in common:

- Deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

## **Bullying can take different forms:**

- **Physical;** e.g. hitting, kicking, scratching, causing physical harm.
- **Verbal;** e.g. Name calling, insulting, hurtful remarks.
- **Indirect;** e.g. Spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- **Cyber;** e.g. All areas of internet, such as email and internet chatroom misuse; mobile threats by text messaging and calls; misuse of technology, e.g. camera and video facilities.
- **Racist;** e.g. racial taunts, nicknames, graffiti, gestures.
- **Homophobic Bullying;** eg because of, or focussing on, the issue of sexuality.

## **Implications of Bullying**

- Bullying is always taken seriously because of the potential impact upon young people.
- Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety.
- If unchecked, others may come to see bullying behaviour as acceptable within the school.
- Victims can become bullies of younger or more vulnerable students.
- Bullying can have long term effects on victims which may stretch into their adult life.

## **Roles and Responsibilities**

- The Principal has ultimate responsibility for the well-being of all students and staff at LHS.
- The Assistant Principal (Behaviour and Safety) had been designated to oversee the safeguarding and well-being of students.
- All staff, students, parents and governors must be aware of the policy and share responsibility for enforcing its principles.
- Form tutors should address minor incidents and friendship disagreements, ensuring that the situation is dealt with swiftly and efficiently.
- Behaviour and Welfare Officers will often deal with the initial investigations of bullying incidents, ensuring that all parties have the opportunity to express their view. They will often carry out a process of Restorative Justice.
- The safeguarding officer will ensure that the situation is thoroughly investigated in order to be certain that a conclusion can be reached. The safeguarding officer will record the incident and ensure that relevant sanctions are put in place. When a process of Restorative Justice is required, the safeguarding officer will arrange the process.

## **Dealing with bullying**

- The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including; assemblies, PHSE lessons, peer mentoring and high staff presence and visibility during lesson change over, break, lunch time and after school.
- Minor incidents or disagreements should be addressed by form tutors or subject teachers; however, any suspicion of bullying must always be reported to the Behaviour and Welfare Officers.
- All allegations of bullying by students must be referred to the safeguarding officer immediately.
- The Safeguarding Officer will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victim(s) and witnesses.
- Careful consideration of all circumstances will be made before sanctions or next actions are decided. Parents/carers of the alleged bully and victim must be informed at the earliest opportunity.
- A range of approaches will be used to support the victim and help them to build resilience:
- A Behaviour & Welfare Officer/Safeguarding Officer works alongside the victim to resolve the problems actively through a restorative justice model.
- A Behaviour & Welfare Officer/Safeguarding Officer will offer coaching and problem solving strategies to enable the victim to tackle what has happened: this builds resilience and confidence, nurturing lifelong learning in resolving problems.
- Students have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Students should inform a member of staff if they suspect bullying is taking place. Racial and homophobic bullying incidents are logged.
- Serious or persistent cases of bullying will be referred to the Assistant Principal (Behaviour and Safety) and could lead to fixed term exclusion or ultimately permanent exclusion.

## **Recording and Monitoring**

- All incidents of bullying will be recording and monitored in the following ways:
- Tackling bullying flowchart
- Bullying and harassment victim reporting from (BI)
- All racist incidents will be reported to Governors and LA. Parents will be contacted by telephone or letter as necessary.
- Reporting to SLT/Governors.
- Reporting Pro-forma attached.

## **References**

- No place for bullying 2012
- DfE – preventing and tackling bullying, October 2014
- DfE – Supporting Children and Young people who are bullied: advice for schools, March 2014
- DfE – Cyberbullying; advice for Head teachers and school staff, November 2014
- DfE – Advice for parents and carers on Cyberbullying, November 2014