



LORD LAWSON OF BEAMISH ACADEMY

ANTI-BULLYING POLICY

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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. Bullying of any kind is unacceptable at Lord Lawson of Beamish Academy. 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.

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 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
- To ensure that all governors, teaching and non-teaching staff, students and parents/carers know the Academy bullying procedures and what they should do if bullying arises
- To demonstrate that the Academy takes bullying seriously and that it will not be tolerated
- To take measures to prevent all forms of bullying in the Academy and off-site activities
- To support everyone in the actions to identify and protect those who might be bullied
- To promote an environment where students and parents/carers should be assured that they will be supported when bullying is reported.



What is bullying?

Bullying is the use of aggression with the intention of hurting an individual or group either physically, verbally, emotionally or through the use of technology, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

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/Head of House/SLT as appropriate. Head of House/SLT will record this on CPOMS and in the racist/homophobia record if necessary
- Share with parents/carers of the victim and bully, incidents of serious and/or persistent bullying. 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 academy council, 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 regards to the effectiveness of how bullying is dealt with in the academy through House 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 he or she is 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.

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

Procedures to be followed by Academy staff in dealing with bullying incidents

When a bullying incident is reported the following information will be recorded; student name, year group, sex, gender identity, SEN, details of the incident, location of the incident, time of the incident, racist/ homophobic, biphobic, transphobic. Once the incident has been dealt with then the 'victim' will be asked to complete a follow up questionnaire in order to see if they are happy that there has been no further incidents. This questionnaire will be completed 2-3 weeks after the initial incident



was dealt with. As an academy we would also be mindful that poor attendance may be an indicator of an underlying problem.

One reason may be bullying and this will be considered when addressing poor or erratic attendance. This will be monitored by the relevant Student Welfare and Family Liaison Officer and Educational Welfare Officer.

1. If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached
2. If a racial or homophobic element to the bullying is suspected the Principal, Assistant Principal (Behaviour and Personal Development) and Head of House must be informed immediately
3. The teacher will record the details of the incident and send the information via email to inform the Head of House, Student Welfare and Family and Liaison officer (SWAFLO) or Subject Leader
4. House staff will interview all the parties and make a record
5. The Head of House, SWAFLO, Subject Leader or Tutor will determine the appropriate strategy and plan of action to combat the bullying. In particular cases this will be in consultation with the Assistant Principal (Behaviour and Personal Development)
6. The Head of House, SWAFLO or Tutor will oversee the implementation of the strategy, and must keep parents/carers informed
7. Any sanctions against the bullies will be determined by the Head of House. In particular cases this will be in consultation with the Assistant Principal (Behaviour and Personal Development).

Outcomes as a result of following the above procedures

- The bully (bullies) may be asked to genuinely apologise. Other consequences may be also issued in relation to the Academy consequence system.
- Assertive training
- Counselling (Tutor, Head of House, SWAFLO, SLT, other)
- Use of the Academy Report system.
- Involvement of external agencies
- Monitoring by tutor/house staff
- Peer support/peer mentoring



- Formal recording - information is forwarded to the local authority and passed to the governing body (racist and homophobic, biphobic, transphobic incidents). Constantly monitor any such incidents and use the information to consider the key messages being delivered to students via the curriculum, assemblies etc.
- Use of Academy respect agreement
- Liaison with parent/carer when necessary and, where appropriate, external agencies
- In serious cases, fixed term exclusion or even permanent exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeat bullying does not take place.

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 Academies' 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 in particular through the 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

1. 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
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion



3. 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

4. In fulfilling the legal obligations cited above, we are guided by eight 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

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

(Lord Lawson of Beamish Academy Anti-bullying procedure highlighted on next page)



Appendix 1

ANTI-BULLYING PROCEDURE

