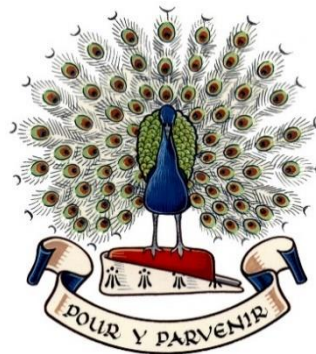


# LADY MANNERS SCHOOL

## ANTI-BULLYING POLICY



## AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

## INTRODUCTION

Governors and staff of Lady Manners School emphasise the importance of positive relationships, with the emphasis on treating others with respect. Students must feel safe and able to learn and achieve in a supportive, secure environment without the fear of bullying. Bullying is anti-social behaviour which is unacceptable and the school aims to maintain a school community which does not tolerate it. Every student has the right to be safe and happy in school. Bullying affects everyone, not just the bullies and the victims but those who watch and may become drawn in.

All staff have a responsibility for behaviour management, promoting a positive ethos and ensuring students' well-being. All students have the responsibility to behave respectfully and report incidents of bullying.

We strive to attain an ethos where, if bullying does occur, everybody feels sufficiently confident to report incidents and know that these will be dealt with promptly and effectively. We listen to, and investigate discreetly and sensitively, all allegations of bullying, including reports of situations beyond the school site that may impact our students or our community. This policy and the accompanying procedures set out how we do this.

### 1. LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour for Learning Policy
- School Complaints Procedure
- Safeguarding and Child Protection Policy
- Confidentiality Reporting Policy
- Online Safety Policy
- Acceptable Use of ICT Policy (for staff and students)
- Relationships and Sex Education Policy
- Prevent Policy

### 2. DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by

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prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE "Preventing and Tackling Bullying", July 2017)

### 3. SCHOOL ETHOS

- Lady Manners School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, ordered environment, where students are able to learn and fulfil their potential.
- *Our Community:*
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships, to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others;
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
  - Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from relevant organisations when appropriate.

### 4. FORMS OF BULLYING COVERED BY THIS POLICY

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as cyberbullying

### 5. PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

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The school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- actively provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.
- provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- consider all opportunities for addressing bullying in all forms throughout the curriculum and other activities such as: through displays, assemblies, peer support and the student council.
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- train all staff including teaching and support staff to identify all forms of bullying and take appropriate action, following the school policy and procedures (including recording and reporting incidents).
- publicise the details of help lines and websites.
- actively create 'safe spaces' for vulnerable children and young people.
- ensure that all students know how to express worries and anxieties about bullying.
- respond quickly and sensitively to address concerns.
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- offer support to students who have been bullied and to those who are bullying in order to address the problems they have.
- ensure that sanctions are applied to the person responsible for the bullying.

## 6. CYBERBULLYING

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist investigation.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

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- a) Reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - b) Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and also the DfE '[Searching, screening and confiscation at school](#)' and [Childnet](#) Cyberbullying guidance.
  - c) Requesting the deletion of locally-held content and content posted online if it contravenes school behavioural policies.
    - Ensure that sanctions are applied to the person responsible for the cyberbullying.
    - Inform the police, if appropriate, if a criminal offence has been committed.
    - Provide information to staff and students regarding steps they can take to protect themselves online.

This may include:

- a) advising those targeted not to retaliate or reply.
- b) providing advice on blocking or removing people from contact lists.
- c) helping those involved to think carefully about what private information they may have in the public domain.

## 7. PREJUDICE

All students and staff are to be treated equally, prejudice of any type is not tolerated.

In cases of racist bullying, the school will always report this to the local authority.

[Racism](#) is when someone is subjected to abuse and harassment because of their ethnic identity which could include race, colour or beliefs.

When responding to prejudice concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been discriminated against.
- Work with the person who has carried out the discrimination to ensure that it does not happen again and, if appropriate, refer to external agencies to put a stop to the prejudice. Encourage the person being discriminated against to keep any evidence of the bullying activity to assist any investigation.
- Ensure that sanctions are applied to the person responsible for the discrimination
- Inform the local authority and the police when appropriate

## 8. RESPONSIBILITIES

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
  - All staff to be aware of this policy, support, uphold and implement it accordingly.
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- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

## Appendix

### Supporting Organisations and Guidance

#### Additional Content

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

#### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

#### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.theredcard.org](http://www.theredcard.org)