Lady Manners School

Anti-Bullying Policy

Policy No:	002fs
Reviewed by:	CO
Approved by:	Governors' Curriculum and Students Committee
Minute No:	Min 78/24
Review Cycle:	Three yearly
Last Reviewed:	19 September 2024
Next Review Date:	September 2027

Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed every three years by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts

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1.   INTRODUCTION

Governors and staff of Lady Manners School emphasise the importance of positive relationships, with the emphasis on including and treating others with respect. Students must feel safe and able to learn, achieve and thrive 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 aspire to 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.

2.   EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

3.   LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

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

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

4.   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 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)

5.   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 on mental health and wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, inclusive ordered environment, where students are able to learn, fulfil their potential and thrive.

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.

6. 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, transphobic and biphobia 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
- Also including any of the **Protected Characteristics** listed below:

  - **Age** - a person belonging to a particular age (for example, 32-year olds) or range of ages (for example, 18 to 30-year olds).
  - **Disability** - a person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
  - **Gender reassignment** - where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.
  - **Marriage and civil partnership** - marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples.
  - **Pregnancy and maternity** - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

- **Race** - a race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.
- **Religion or belief** - religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex** - a man or a woman.
- **Sexual orientation** - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

7.   PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

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

8.   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:

  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

9.   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

10.   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
- 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

Supporting Organisations and Guidance - Additional Content

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.theredcard.org