



Anti-Bullying Policy

1.0 Rationale

- 1.1 At Light Hall School, we aim to create a listening and supportive environment which fosters the all-round personal development of our students. Bullying is antisocial behaviour. It is morally wrong and undermines the creation of this environment. The only way to combat bullying is through a multi- agency approach with all school members contributing consistently.
- 1.2 At Light Hall School, we strive to maintain an inclusive ethos and an effective learning environment in which each member of our community can talk about their feelings and feel that they have someone to whom they can talk if they are being bullied or are aware of others being bullied.
- 1.3 At all times, we wish to stress that it is the bullying behaviour that is unacceptable and not the person themselves. We have a programme of support and guidance to improve the behaviour of those who are responsible for bullying.

2.0 Aims and objectives of this policy

- 2.1 To communicate the message that bullying is unacceptable and is taken seriously at Light Hall School. To clearly state that all members of staff have a duty to be vigilant in and around the school site at all times, and to report incidents in order for appropriate action to be taken.
- 2.2 To provide clarity on the definition, types and procedures connected to bullying within Light Hall School.
- 2.3 To emphasise the responsibilities of all stakeholders – staff members, Governors, parents/carers and students to support the work of the school on anti-bullying.
- 2.4 To reflect and support the inclusive aims and ethos of our school.
- 2.5 This policy is designed not only to help staff, parents and students to deal with bullying when it occurs, but even more importantly, to prevent it.

3.0 This policy is informed by:

- 3.1 Preventing and Tackling Bullying (2017)
- 3.2 The Education and Inspectors Act 2006
- 3.3 Cyberbullying: Advice for head teachers and school staff
- 3.4 DfE Behaviour and Discipline in Schools Guidance (2017)
- 3.5 Independent school standard regulations (2015)
- 3.6 The Children Act 1989 and 2004
- 3.7 The Equality Act 2010
- 3.8 A key part of The Equality Act 2010 is a new public sector Equality Duty, which

came into force on 5 April 2011. The Duty has 3 aims:

- 3.8.1 Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- 3.8.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- 3.8.3 Foster good relations between people who share a protected characteristic and people who do not share it.

VERSION	TO BE APPROVED	POLICY RENEWAL	REVIEW DATE	SIGNED:
1	BY FULL GOVERNING BODY ON: May 2021	REQUIRED: Every 3 Years	May 2024 CHAIR OF GOVERNORS



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4.0 Definition

4.1 At Light Hall School we define bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- 4.2 There is no particular age group or kind of school which is at risk, or free from bullying.
- 4.3 Bullying can have a devastating effect on victims ranging from becoming withdrawn, absenteeism, underachievement, depression and suicide.
- 4.4 Bullying can be short term or continue over years.
- 4.5 Bullying can be physical, verbal, or just a look. It can be withdrawal of friendship used to gain control.
- 4.6 Bullying can be subtle or overt.
- 4.7 Bullying is often the wilful conscious desire to hurt, threaten or frighten someone else but can also be a habitual pattern of behaviour.
- 4.8 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing", "banter", "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable.

5.0 Different types of bullying

- 5.1 Physical: repeatedly hitting, kicking, spitting, tripping someone up, stealing or damaging someone's belongings for example.
- 5.2 Verbal: repeatedly name-calling, insulting a person's family, threats of physical violence, spreading rumours or constantly putting a person down.
- 5.3 Emotional/psychological: repeatedly excluding someone from a group, or humiliating them.
- 5.4 Racist: repeatedly insulting language or gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti or violence.
- 5.5 Sexual: repeatedly sexually insulting language/gestures, name calling, graffiti or unwanted sexual contact.
- 5.6 Homophobic: repeatedly insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti or violence.
- 5.7 Transphobic: repeatedly insulting language/gestures based on a person's actual or perceived gender representation, name calling, graffiti or violence.
- 5.8 Disability discrimination: repeatedly insulting language/gestures based on a person's actual or perceived additional needs, name calling, graffiti or violence.
- 5.9 Cyber-bullying: repeatedly insulting/threatening language by text messaging, on the internet, in chat rooms, on bulletin boards and through instant messaging services. For this type of bullying, the school will investigate (where able to do so), speak to all students involved to attempt a resolution, and will keep all parents/carers informed. However, the school relies on support from families to help us deal with issues on social media, and will always recommend immediate contact with the Police/ CEOP by parents for this type of bullying.

6.0 Legal aspects

- 6.1 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong, for which there can be legal consequences outside the school.



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6.2 Whilst bullying itself is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

7.0 Warning Signs of Bullying

7.1 Students who are being bullied may show changes in behaviour.

7.2 Staff must always be vigilant for signs of bullying. The seriousness of bullying cannot be overstated.

7.3 It is important to be aware that children who are being bullied will potentially exhibit symptoms in many different ways. Staff should always be vigilant and look out for the following:

7.3.1 Unwillingness to return to school

7.3.2 Displays of excessive anxiety, becoming withdrawn or unusually quiet

7.3.3 Failure to produce work, or unusually underperforming, or work that appears to have been copied, interfered with or spoilt by others

7.3.4 Books, bags and other belongings suddenly go missing, or are damaged

7.3.5 Change to established habits e.g. giving up music lessons, change to accent or vocabulary

7.3.6 Diminished levels of self-confidence

7.3.7 Frequent complaints of feeling unwell

7.3.8 Unexplained cuts and bruises

7.3.10 Frequent absence, erratic attendance, late arrival to class

7.3.10 Choosing the company of adults

7.3.11 Isolating themselves from their peers

7.3.12 Displaying repressed body language and poor eye contact

7.3.13 Difficulty sleeping, experiencing nightmares, change in sleep patterns, e.g. disturbed sleep

7.3.14 Talking of self-harming, running away or suicide

8.0 Strategies for preventing bullying

8.1 Awareness of bullying can be raised through: the curriculum; a whole-school approach; tutor time activities and the PSHE programme.

8.2 The Curriculum: the aim is to give bullying and discriminatory behaviour as high a profile as possible within all subject areas, incorporating a focus on bullying wherever possible to promote an anti-bullying ethos. Each staff member is required to be familiar with and operate the policy and, in addition to this, to identify and make relevant curriculum links to stress the importance of anti-bullying where possible to reinforce school policy.

8.3 A whole-school listening and supportive approach: an anti-bullying ethos is emphasised through assemblies, work done with staff on training days, modules in the PSHE programme, tutor time activities, student voice, with parents/carers and with governors. All staff, teaching and non-teaching, reinforce the policy through all areas of school life and as a school we strive to:

8.3.1 Organise the school community in order to minimise opportunities for bullying e.g. increased supervision at break and lunchtimes, training and appointment of Peer Mentors and Anti-Bullying Champions to help resolve more minor disputes.

8.3.2 Deal quickly, firmly and sensitively with any complaints, involving parents where necessary.

8.3.3 Review the anti-bullying policy alongside all stakeholders: governors, senior leaders, parents and students every year to ensure it is up to date and relevant for our community.



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- 8.3.4** Have a firm but fair discipline structure with two rules which are simple to follow and easy to understand: each member of the school community is expected to treat every other member of the community, both inside and outside school, with courtesy, kindness, interest and understanding and to follow all instructions without question.
- 8.3.5** Ensure that the anti-bullying policy links with the Behaviour for Learning policy and the school's Behaviour for Learning framework.
- 8.3.6** Treat bullying as a serious offence and take every possible action to eradicate it from our school (Please see Behaviour for Learning policy and the Exclusions Policy).
- 8.3.7** Ensure that all areas in the school are safe for all students via feedback from Anti Bullying Champions, Peer Mentors, and Senior Prefects. Provide areas for more vulnerable students to use e.g. Library, Learning Clubs, and lunchtime nurture clubs.
- 8.3.8** Students are taught that silence is the bully's greatest weapon and are encouraged to: speak to an adult who will listen and support; tell themselves that they deserve respect, they do not deserve to be bullied and that it is wrong; have self-respect, be proud of who they are and know that it is good to be an individual; try hard not to show that they are upset as perpetrators of bullying often thrive on the fear of others; and stay with a group as there is always safety in number.

8.4 Tutor time activities and the PSHE programme: all students undertake a unit of work on Anti-Bullying each year. This is in addition to other work carried out in tutor time and as part of the PSHE programme and Life and Morality lessons. The student section of the Home School Agreement and our Anti-Bullying Charter, which are in the student notebook planner, are clarified for understanding of expectations termly. All students sign the anti-bullying charter at the start of each year and this is displayed in their tutor room.

9.0 Procedures for reporting bullying

- 9.1.** Students are to be encouraged to report any incidents of bullying to their Pastoral Manager or House Tutor wherever possible, or to any other member of staff.
- 9.2** Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends.
- 9.3** Students can report a concern through the Student Well-Being page on the website. This message is immediately sent to our pastoral team and could be passed to our Police Liaison Officer.
- 9.4** Use the Peer Mentoring service and Anti-Bullying Champions for reporting.
- 9.5** Students will be reassured that staff will deal with the bullying incident in a way that will end it and not make things worse for them. Action will only be taken after consultation with students/parents.
- 9.6** The Senior Assistant Headteacher logs all incidents of bullying or discriminatory behaviour in order to draw up any recurring patterns in terms of both victims and perpetrators. All information is treated sensitively and is only used as a basis for action when appropriate.

10.0 Responsibilities

- 10.1** It is everyone's responsibility to ensure that, whatever the circumstances, no



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student becomes a victim of bullying.

10.2 Responsibilities of students in school:

- 10.2.1 We emphasise with students the role which is expected of them in setting a good example and being helpful to each other.
- 10.2.2 Older students are encouraged to keep an eye on younger students and offer support if it is needed.
- 10.2.3 Students should talk to parents, friends, teachers or support staff when they have concerns. Students should encourage everyone to feel responsible for trying to stop bullying in school.
- 10.2.4 Once an incident has been dealt with, they should accept the outcome and try to move on positively.
- 10.2.5 Students are encouraged to build resilience to protect themselves and others, and promote and understand the differences between people. This will also help them avoid using inappropriate language.

10.3 Responsibilities of parents/carers:

- 10.3.1 If parents have any concerns about bullying issues, they are asked to contact their child's Pastoral Manager immediately in the first instance and be prepared to give the names of alleged perpetrators.
- 10.3.2 Parents are encouraged to allow staff to deal with the situation. They should set an example of appropriate behaviour and, in particular, they should not take to social media and become involved themselves.
- 10.3.3 Parents have a responsibility to support the school's Anti-Bullying policy and to encourage their child to be a positive member of the school community.
- 10.3.4 Parents are also encouraged to advise their child to report an incident of bullying promptly rather than retaliate. Fighting back will only make matters worse.
- 10.3.5 To look for unusual behaviour, e.g. suddenly not wanting to attend school, feel ill regularly etc.
- 10.3.6 Be aware of the role of the internet, social media and mobile phones in bullying – an area which schools are unable to control.
- 10.3.7 Sign the Home School Agreement to support the policy. All parents/carers and students are asked to sign the agreement during the induction process for new students.

10.4 Responsibilities of staff:

- 10.4.1 All school staff are expected to understand the principles and purpose of the school policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- 10.4.2 Staff are expected to be alert to signs of bullying in class and around school, looking for unusual behaviour, e.g. suddenly not wanting to attend school, feel ill regularly etc. to as listed above.
- 10.4.3 Report signs of bullying to the Pastoral Manager in the first instance, taking any incident or report seriously and taking action as quickly as possible.
- 10.4.4 All school staff are expected to promote an anti-bullying culture by: making opportunities to listen to students, celebrating achievement, anticipating problems and providing support, disciplining fairly and consistently.
- 10.4.5 All bullying or discriminatory incidents must be recorded in writing,



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passed on to the appropriate Pastoral Manager and reported to the Senior Assistant Headteacher. They are recorded and reported to Governors on a regular basis.

11.0 Procedures for responding to allegations or incidents of bullying

- 11.1** If bullying is suspected or reported, the incident should be passed on immediately to the Pastoral Manager who will record a clear account of the incident.
- 11.2** The appropriate Pastoral Manager will liaise with both victim and the perpetrator.
- 11.3** All students concerned will be interviewed, asked to write a statement, and the incident recorded.
- 11.4** Pastoral Managers may decide to refer the victim and/or the perpetrator to a Peer Mentor or Counsellor, as appropriate, to focus on aspects of behaviour or self-esteem.
- 11.5** Parents/carers are kept informed.
- 11.6** The Method of Shared Concern is used in all cases where the lead member of staff will discuss the issues behind the incident(s) with both the perpetrator and victim and try to reach a resolution for all parties.
- 11.7** In order to encourage a positive change in the motivation of the student who has exhibited bullying behaviour and to offer support for the victim, a Restorative Justice response is undertaken. This method involves healing emotional damage and making sure that fairness and justice prevails. Its main purpose is to ensure that the student(s) who has caused the harm understands the impact of their behaviour. Follow-up conversations might be necessary to ensure that restorative justice has had the appropriate impact.
- 11.8** If the above actions fail, punitive measures will be used as appropriate (please see Behaviour for Learning Policy and Framework.)

12.0 Monitoring and review

- 12.1** The effectiveness of this policy will be monitored through regular analysis of recorded incidents, staff, student and parental voice. Feedback from this information, with recommendations, will be presented in SLT meetings and to Governors. Action from the recommendations will then be agreed and actioned by SLT.