



Lawrence House School

Anti-bullying Policy

Document Reference	LHS 2.2 Anti-Bullying Policy
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Approved Headteacher	Fay Donnelly
Approved Chair of Governors	Tony Nolan
Related Policies	LHS 2.1 Safeguarding and Child Protection Policy LHS 3.1 Behaviour Policy LHS 3.5 Complaints Policy LHS 2.8 Cyberbullying policy

STATEMENT OF INTENT

It is the policy of Lawrence House School that the school will be, and will remain, an environment in which all bullying is unacceptable and will not be tolerated.

We, at Lawrence House School, are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

WHAT IS BULLYING?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Lawrence House School is, "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic, biphobic and transphobic (gender identity) - because of, or focussing on the issue of sexuality
- Direct or indirect Verbal - name-calling, sarcasm, spreading rumours, teasing, using homophobic, biphobic and transphobic language
- Cyber - All areas of internet, such as email & internet chat room misuse
- Mobile - threats by text messaging & calls
- Misuse of associated technology i.e. camera & video facilities

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition

- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia, biphobia and transphobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

PERPETRATORS AND VICTIMS

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity: through the use of cyber bullying, email, social networking sites, texts etc

Tutors must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Tutors must also be aware of those children who may be vulnerable pupils; for Lawrence House School many of our pupils will have endured trauma or loss those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

EXTREMISM

Both victims and perpetrators may themselves be in need and vulnerable to other people with an agenda that is broader than just immediate bullying, which can be far-right or religious extremism. Tutors and staff need to be aware of the potential for extremism and radicalisation. Incidents of racist bullying are not in themselves evidence of far-right extremism but if persistent and ingrained and linked to others we need to be aware of this as potential child abuse and follow our child protection and safeguarding policy and procedure.

Those who are victims of bullying are often isolated and vulnerable to others seeking to use a pupils vulnerability for a wider abuse and encourage both perpetrators and victims to identify with an ideology that seeks to talk about 'us and them'. See anti-terrorism and radicalisation policy (LHS 2.4).

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school (school phobic)
- changes their usual routine
- becomes withdrawn anxious, or lacking in confidence

- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

PROCEDURES

1. Tutors are to report bullying incidents to the Education Coordinator
2. In all cases carers should be informed and details of the incident will be recorded
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. LHS will provide an anonymous reporting system for students

PREVENTION

The school will use recognised methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- support children in preventing and understanding the consequences of bullying through PSHE and Citizenship lessons and projects including discussions about bullying and why it matters
- anti-bullying week
- in-school questionnaires
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying
- making up role-plays

Tutors must also follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is related to a bullying incident.

All staff will need specific training in relation to LGBT+ bullying issues.

OUTCOMES

1. The bully (bullies) may be asked to genuinely apologise.

2. Other consequences may take place.
3. In serious cases, temporary exclusion will be considered.
4. If possible, the pupils will be reconciled.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

RECORDING

Incidents of bullying must be recorded in the bullying log by the tutor.

The home school log should also ensure information is provided to carers to supplement any verbal communication. The education coordinator reports in her termly update to governors on bullying including entries in the bullying log.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice. For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape 2 Grosvenor Gardens London SW1W 0DH

MONITORING, EVALUATION AND REVIEW

The effectiveness and implementation of this policy will be monitored and evaluated yearly by the Education Coordinator and reported to governors as part of the Education Coordinators termly update.

To be reviewed September 2019