

Anti-Bullying policy 2022 - 2023

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Date: 25/8/2022

Last reviewed on:

Next review due by: August 2023

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1. Aims

The aim of the LAMP Anti-bullying policy is to state what measures LAMP has in place to prevent and tackle all forms of bullying and to encourage good behaviour.

LAMP are committed to ensuring that the bullying of anyone in the LAMP community will not be tolerated. However, LAMP understand that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the LAMP Behaviour Policy

Although bullying is not a criminal offence, the harassment, threatening behaviour and/or communications could be.

How will the prevention of bullying be achieved?

- by creating a safe environment where students respect each other and staff
- creating an ethos at LAMP of good behaviour
- the values of respect are taught and reinforced throughout the curriculum and beyond into all areas of LAMP life.
- involve parents by making them aware that any allegations of bullying will be treated seriously and there are procedures in place to deal with any incidents
- involve students so they are aware of the role they can play in preventing bullying
- through effective staff training in anti-bullying and their roles and responsibilities in it.
- make it easy to report instances of bullying or suspected bullying
- have a safe environment to openly be able to discuss bullying

2. Legislation and statutory requirements

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

3. Responsibilities

It is the responsibility of the Directors to;

- communicate this policy to the LAMP community,

- ensure that disciplinary measures are applied fairly, consistently and reasonably,
- ensure that a member of the senior leadership team has been identified to take overall responsibility.

It is the responsibility the Governors to;

- take a lead role in monitoring and reviewing this policy.

It is the responsibility of the DSL to;

- Ensure they have read all the referral paperwork prior to agreeing if a student is suitable for LAMP
- Ensuring a thorough risk assessment has been collated for any student with medium to high risk factors in their background.
- Present any concerns about potential new students with the directors so that a decision regarding the safety of other students at LAMP can be made.

It is the responsibility of all staff to;

- to support, uphold and implement this policy accordingly.

It is the responsibility parents/carers to;

- support their children and work in partnership with the school.

It is the responsibility students to;

- abide by the policy

4. Bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |

| | |
|---|---|
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

5. Procedures for reporting bullying or potential bullying incidents

LAMP will take the following steps when dealing with all reported incidents of bullying.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- LAMP will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or another member of the SLT will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- LAMP will speak with and inform other staff members, where appropriate.
- LAMP will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off the LAMP site or outside of normal LAMP hours (including cyberbullying), LAMP will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will

be taken, including providing support and implementing sanctions in LAMP in accordance with this policy.

- A clear and precise account of bullying incidents will be recorded in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. (see appendix 2)

6. Cyberbullying concerns

When responding to cyberbullying concerns, LAMP 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 any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- 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;

- Support 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.
- Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: LAMP will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that their powers are used proportionately and lawfully)
- Requesting the deletion of locally-held content and content posted online if they contravene LAMP policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying;

- LAMP will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need. Inform the police 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:

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

7. Links with other policies

This policy is linked to the following policies and documents:

- Behaviour policy
- Complaints policy
- Child protection and safeguarding policy
- Online safety policy
- ICT Acceptable Use Policies
- Curriculum policies
- Searching, screening and confiscation policy
- Exclusions policy
- Bullying incident form

Appendix 1

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

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

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srrtc.org/educational

LGBT

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Bullying incident report form

| Incident details | | | | | | | | | | | | | |
|---|---|------------------|--|---|---|--|--|---|--|--|---|--|---|
| Date of incident | | Time of incident | | | | | | | | | | | |
| Location / event | | | | | | | | | | | | | |
| Where did the incident occur? | | | | | | | | | | | | | |
| Nature / type of incident | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Extortion</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Written</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Isolation – being ignored or left out</td> <td style="padding: 5px;"><input type="checkbox"/> Possessions – belongings taken or damaged</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Physical – being hit or hurt</td> <td style="padding: 5px;"><input type="checkbox"/> Forced into actions against will / hazing</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening</td> <td style="padding: 5px;"><input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Spreading rumours</td> <td style="padding: 5px;"><input type="checkbox"/> Other (specify):</td> </tr> </table> | | | | <input type="checkbox"/> Extortion | <input type="checkbox"/> Written | <input type="checkbox"/> Isolation – being ignored or left out | <input type="checkbox"/> Possessions – belongings taken or damaged | <input type="checkbox"/> Physical – being hit or hurt | <input type="checkbox"/> Forced into actions against will / hazing | <input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening | <input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos | <input type="checkbox"/> Spreading rumours | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Extortion | <input type="checkbox"/> Written | | | | | | | | | | | | |
| <input type="checkbox"/> Isolation – being ignored or left out | <input type="checkbox"/> Possessions – belongings taken or damaged | | | | | | | | | | | | |
| <input type="checkbox"/> Physical – being hit or hurt | <input type="checkbox"/> Forced into actions against will / hazing | | | | | | | | | | | | |
| <input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening | <input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos | | | | | | | | | | | | |
| <input type="checkbox"/> Spreading rumours | <input type="checkbox"/> Other (specify): | | | | | | | | | | | | |
| Are there indications that the incident was motivated by any of these? Tick all that apply | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> General appearance / demeanour</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Race / ethnic origin</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Disability / SEN</td> <td style="padding: 5px;"><input type="checkbox"/> Sexual orientation</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Gender / sexism</td> <td style="padding: 5px;"><input type="checkbox"/> Home circumstances</td> </tr> </table> | | | <input type="checkbox"/> General appearance / demeanour | <input type="checkbox"/> Race / ethnic origin | <input type="checkbox"/> Disability / SEN | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Gender / sexism | <input type="checkbox"/> Home circumstances | | | | |
| <input type="checkbox"/> General appearance / demeanour | <input type="checkbox"/> Race / ethnic origin | | | | | | | | | | | | |
| <input type="checkbox"/> Disability / SEN | <input type="checkbox"/> Sexual orientation | | | | | | | | | | | | |
| <input type="checkbox"/> Gender / sexism | <input type="checkbox"/> Home circumstances | | | | | | | | | | | | |

| | | |
|--|-----------------------------------|---|
| | <input type="checkbox"/> Religion | <input type="checkbox"/> Sports ability |
|--|-----------------------------------|---|

| Individuals involved | | | | |
|--|------|---------|-----|-------|
| | Name | Gender* | Age | Role* |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| * Gender: F – Female / M – Male / NB – Non-binary / Another – please write in | | | | |
| * Role: V – Victim / R – Ringleader / A – Associate / B – Bystander | | | | |

| Brief summary of incident(s) |
|------------------------------|
| |

| Action taken |
|---|
| Include any sanctions, exclusions, parental involvement, or involvement with external agencies. |

Overall (include details if incident was referred on)

With each individual involved (noted on page 1)

Declaration

Form completed by
(print your name)

Your signature

Today's date

x