

Anti-Bullying policy

The Lady Byron School



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Contents

1. Statement on bullying.....	3
2. Aims and purposes of the policy.....	3
3. Scope.....	4
4. The policy	4
5. The behaviours of young people with a diagnosis of Autism and the characteristics of bullying.....	6
6. Reasons for bullying.....	7
7. The effects of bullying.....	7
8. Bullying outside of school	7
9. Derogatory language.....	7
10. Prejudice-based incidents.....	8
11. School initiatives to prevent and tackle bullying	8
12. Roles and responsibilities.....	8
13. How to report bullying.....	9
14. Bullying and The Lady Byron School’s curriculum	10
15. Policy Review	10
16. Version History.....	11
Appendix 1 Procedures for dealing with incidents of bullying at The Lady Byron School.....	12

1. Statement on bullying

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

2. Aims and purposes of the policy

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination. We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

This policy sets out The Lady Byron School's procedures for dealing with bullying and pays regard to:

- The Department for Education (DfE) The Equality Act (April 2010)
- The Education Act 2011
- Education and Inspections Act 2006
- The Department for Education Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (July 2017)
- Leicestershire Guidance on Anti-Bullying

Related documents also include DfE Departmental advice on Improving the spiritual, moral, cultural (SMSC) development of young people (December 2014), Promoting fundamental British values through SMSC in schools (November 2014), and Cyberbullying: Advice for head teachers and school staff.

This policy should also be read in conjunction with The Lady Byron School's Behaviour Management Policy, Equality and Diversity Policy, Spiritual, Moral, Social and Cultural (SMSC) Education Policy and Safeguarding and Child Protection Policy.

The aim of the anti-bullying policy is to ensure that young people learn in a supportive, caring and safe environment, and are able to enjoy and achieve without fear of being bullied, harassed, or endure any other forms of aggression and violence. To ensure that every young person feels safe, happy, confident, and able to make a positive contribution; and to promote consistency of approach and create an environment in which all types of bullying are considered unacceptable. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

At The Lady Byron School we recognise that the personal development of young people, spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides young people with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. We aim to support staff to identify young people displaying unacceptable behaviour and know how to support them in order

that they develop the necessary skills to participate in the school community effectively and positively, and to identify signs that indicate that a young person may be experiencing bullying but that young person is not reporting it.

The policy pays due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act (2010) and Equality Duty (2011)
- Provide equal opportunities to all young people in all aspects of school life and promoting and fostering good relationships across the entire school community.

3. Scope

Young people with a diagnosis of autism may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, young people with a diagnosis of autism who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at The Lady Byron School have a duty to, not only be aware of such behaviours and of any young person involved, but also to respond appropriately to instances of bullying behaviours.

Ethos

The Lady Byron School system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The school uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. The creation of young person motivation is essential to the implementation of the principles of positive reinforcement. The Lady Byron School draws from a scientific research base to devise strategies to manage and reduce bullying behaviours and their effects.

4. The policy

4.1 Definition of bullying:

The DfE Preventing and tackling bullying (2017) describes bullying as ‘Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

The Anti-Bullying Alliance (ABA) defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.” (ABA 2014).

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

Bullying behaviour has the following common features:

- it is deliberate behaviour with the intention to hurt someone either physically or emotionally;
- it is repeated, often over a period of time;
- it is difficult for those being bullied to defend themselves;
- it causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.
- It 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 may be motivated by actual differences between children, or perceived differences.

4.2 Types of bullying

Physical: hitting, kicking, pushing, taking/damaging belongings, deliberately hurting particular children on a regular basis.

Verbal: deliberate name-calling, insulting, threats, racist or discriminatory remarks attributed to gender or sexual orientation, including homophobic and transphobic comments

Social (or indirect): deliberately spreading nasty stories or rumours, excluding from groups, being ignored, making someone feel left out.

Cyber: texts, emails, picture/video clip bullying, Instant Messaging (IM), social media or gaming (see section below 4.3)

Bullying can be based on any of the following things

- race (racist bullying)
- religion or belief
- culture
- social class or socio-economic background
- gender (sexist bullying)
- sexual orientation (homophobic or biphobic bullying)
- trans identity, including non-binary identity (transphobic bullying)
- special educational needs (SEN), additional learning needs (ALN), additional support needs (ASN), or disability
- appearance
- related to home or other personal situation
- related to another vulnerable group of people

4.3 Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child.

Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyberbullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

4.4 Types of cyber-bullying

- Flaming: online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- Denigration: putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- Exclusion: intentionally leaving someone out of a group such as instant messaging, friend sites, or other online activities.
- Outing: sharing secrets about someone online including private information, pictures, and videos.
- Trickery: tricking someone into revealing personal information then sharing it with others.
- Impersonation: pretending to be someone else when sending or posting unkind or false messages online.
- Harassment: repeatedly sending malicious messages to someone online.
- Cyber-stalking: continuously harassing and denigration including threats of physical harm.

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Management Policy.

4.5 Actions NOT considered to be bullying:

- Not liking someone
- Being excluded (unintentionally)
- Accidentally bumping into someone
- Making other young people play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

5. The behaviours of young people with a diagnosis of Autism and the characteristics of bullying

The young people attending The Lady Byron School have a diagnosis of an autism. This means that they are more likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of bullying behaviour. They may also copy what they have seen others do before, or what has been done to them.

Young people with a diagnosis of autism may be adversely affected by negative attitudes to disability and perceptions of difference, be more isolated, not have many friends, find it more difficult to resist bullies, and are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of bullying, and be able to communicate this to adults. This makes developing a positive culture and anti-bullying message in school even more important.

It is possible that one young person may develop an obsession with another young person which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' young person or having an interest in making physical contact with that young person, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

6. Reasons for bullying

Some reasons why young people might bully someone include:

- They think it is fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence, or are trying to fit in with a group
- They are fearful of other young person's differences
- They are jealous of another young person
- They are unhappy

7. The effects of bullying

All forms of bullying cause psychological, emotional, and physical stress. Each young person's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or personal items
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits
- Difficulty sleeping or frequent nightmares
- Loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviour such as running away from an adult, harming themselves, or talking about harming themselves.

8. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school, and report and respond according to their responsibilities as outlined in this policy.

9. Derogatory language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and recorded and monitored on CPOMS. Follow up actions and sanctions, if appropriate, will be taken for pupils and

staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

10. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

11. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.

- Our curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- 1-1time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives

12. Roles and responsibilities

12.1 The role of Proprietor

The Proprietor supports the Head Teacher in all attempts to eliminate bullying from the school. They are kept informed of reports of all incidents of bullying and strategies that are put in place to ensure young people feel safe and secure. The Proprietor monitor incidents of bullying that do occur and review the effectiveness of this policy regularly.

12.2 The Role of The Headteacher

It is the responsibility of The Head Teacher to implement the school's anti-bullying strategy, to ensure that all staff are aware of the school policy, and that they know how to identify and deal with

incidents of bullying. The Head Teacher will report to the Proprietor about the effectiveness of the anti-bullying policy on request. Although The Head Teacher has overall responsibility, they may nominate a staff member to implement the anti-bullying policy.

It is the Head Teacher (or designated member of staff) who must ensure that all young people know that bullying is wrong, and that it is unacceptable behaviour in school.

The Head Teacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Teacher will set the school climate of mutual support and praise for success, so making bullying less likely. When young people feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

12.3 The role of the staff

Staff have a duty to be vigilant and alert to the effects of bullying and will do all they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy. Incidents of bullying are recorded on the online CPOMS system which is checked regularly by the School Management Team. Staff attend regular training sessions to help them identify the characteristics of bullying, and to follow school policy and procedures with regard to behaviour management.

12.4 The role of parent/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, the DSL, or Head Teacher immediately in a calm manner. They should not make contact or discuss their concerns with any other parent or their family members, guardians or carers. A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Proprietor. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and support the school in raising the young person's awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

12.5 The role of young people

Young people are encouraged, if able, to tell somebody they trust such as a teacher, or classroom support assistant/lead etc. if they are being bullied, and if the bullying continues, they must keep letting people know.

Young people are encouraged to participate fully in activities that raise their awareness about bullying in order to help them understand what to do if they, or another young person, are being bullied.

13. How to report bullying

Students who are being bullied:

If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

Report to an adult at school and / or home

Email school: reception@ladybyrionschool.co.uk

Use the anonymous comments box

Call ChildLine to speak with someone in confidence on 0800 1111

Staff receiving reports of bullying:

A safeguarding record must be completed on the CPOMS system as soon as an incident takes place. School Leadership Team are automatically notified

The Designated Safeguarding Lead (DSL) or one of the Deputy DSLs must be notified

The DSL or Deputy DSL will decide upon the appropriate course of action in accordance with Safeguarding Procedures and in line with the Behaviour Management Policy

Parents of all young people involved will be informed by the DSL, Deputy DSL or Head Teacher

Termly analysis of incident logs and interventions will take place to continually improve practice. This is also shared with the Proprietor.

Bullying behaviour may not always be clear to identify; therefore, staff must report any concerns they have to a member of the senior team.

14. Bullying and The Lady Byron School's curriculum

In all work with young people, staff emphasise the importance of developing social skills, including respect for the rights and feelings of others. Where young people have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate. The Lady Byron School's curriculum builds on this through activities which include PSHE, PE, Break Time, Language and Communication sessions and group work to develop an ethos of co-operation and respect for everyone.

Staff are important role models for the young people. The behaviour of adults towards each other and towards the young people is a potentially highly effective tool for preventing and for decreasing bullying behaviours in young people who have a diagnosis of autism.

15. Policy Review

This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

The Proprietor, the Head Teacher and School Leadership Team will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Bullying data will be analysed to reflect and re-design further strategies to improve procedures

This policy was last reviewed in August 2024

16. Version History

Version Number	Point Number	Amendment

Appendix 1 Procedures for dealing with incidents of bullying at The Lady Byron School

	Concern about bullying behaviour witnessed or reported to a member of staff		
Step	Low Level	Medium Level	High Level
Step 1	Member of staff talks with those involved and decides no further action is required. Staff to ensure all involved are aware of the school's stance and policy on bullying.	Member of staff decides that the behaviour needs further investigation. The member of staff will either deal with this or pass it on to a designated, senior member of staff.	Member of staff decides the behaviour is serious enough to warrant referring it to the Head Teacher.
Step 2	Student who has been "bullied" asked to report any subsequent unpleasant behaviours to a designated member of staff of the student's choice.	Behaviour investigated to assess the nature and severity of the incident (s) All involved and including potential witnesses spoken to. Parents of all involved informed and provided with regular feedback if necessary.	Senior member of staff informs parents immediately and meeting arranged as soon as possible.
Step 3	Member of staff to inform other members of staff of details of incident (s)	Bullying Report form completed with details recorded and appropriate actions implemented. Support and work around bullying given to both the victim and perpetrator of bullying. Support also given to witnesses.	Senior member of staff immediately instigates an investigation with a decision made as soon as possible whether involvement of an external agency is required. Where external agencies involved, further school action needs to be agreed in coordination with these agencies.
Step 4	N/A	Review of the effectiveness of the actions taken to be completed within a reasonable timescale.	Incident form completed with details recorded and appropriate actions implemented. Support and work around bullying given to both the victim and perpetrator of bullying. Support also given to witnesses. Severity of incident (s) determines appropriate sanctions. Decision made on potential involvement of external agencies.
Step 5	N/A	N/A	Review of the effectiveness of the actions taken to be completed within a reasonable timescale.