Lancaster High School

Ambition • Kindness • Service

Anti-Bullying Strategy

2025-26

THE BAY LEARNING TRUST

Ofsted Good Provider

Document Control

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Table of Contents

Ambition Service Kindness

Pupils and staff are expected to demonstrate the school values of ambition, service and kindness by demonstrating the expecting behaviours.

- **We are respectful and responsible**
- **We are prepared and punctual**
- **We are polite**
- **We persevere**

1   Compliance

1.1   This anti-bullying policy has been prepared with due regard to the following statutory provisions and guidance:-

1.1.1   Education (Independent School Standards) (England) Regulations 2014
1.1.2   Education and Inspections Act 2006
1.1.3   Equality Act 2010
1.1.4   The Department for Education's advice, "Behaviour and Discipline in Schools" January 2016
1.1.5   The Department for Education's advice "Preventing and Tackling Bullying" July 2017
1.1.6   The Department for Education's guidance "Cyberbullying: advice for headteachers and school staff" 2014
1.1.7   Keeping Children Safe in Education.

2   About this policy

2.1   The school's behaviour policy outlines how discipline and order will be maintained at the school. This policy is supplemental to the Behaviour for Learning policy and should be read in conjunction with it
2.2   The school is committed to ensuring all pupils have a safe environment in which they can learn and is also free from bullying
2.3   Persistent bullying behaviour is also referred to as 'Child on Child abuse', in line with Keeping Children Safe in Education 2025
2.4   The school wants to make it clear to all pupils and parents that bullying, in any form, is completely unacceptable and will not be tolerated
2.5   Those pupils found to be involved in the harm (bullying) towards another pupil will be dealt with under the sanctions outlined in the Behaviour for Learning policy.

3   Lancaster High School's Aim

3.1.   The school believe that for everyone to benefit from our learning community, Lancaster High School should be a place where pupils, staff, helpers, families and other visitors are made to feel welcome, secure and comfortable, where everyone is treated with kindness and respect in an atmosphere free from intimidation
3.2.   Children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Lancaster High School aims to ensure good relationships between, and good behaviour towards, all members of its community through respect and responsible behavior. Learning and personal development takes place in a climate of kind, safe and polite behaviour
3.3.   Lancaster High School has a system of rewards, which aims to motivate and encourage pupils as well as helping to build individual self-confidence and self-esteem helping children aspire to great success. Lancaster High School values everyone's unique contribution to our community

3.5. Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils and all staff have a duty of care, to ensure our pupils are protected from harm

3.6. In line with KCSIE 2025, we refer to acts of bullying as child-on-child abuse when recording our concerns.

4.1 Lancaster High School will:

4.1.1 Have a consistent approach to any bullying incidents that occur

4.1.2 Raise awareness of bullying and promote positive relationships based on mutual respect

4.1.3 Promote a positive anti-bullying culture and raise awareness of bullying via an Anti-Bullying Champion

4.1.4 Seek to involve all stakeholders in the implementation and monitoring of this policy

4.1.5 Provide support for all members of the school community that may be involved in dealing with an incident of bullying

4.1.6 Provide appropriate training for both staff and pupils to support the implementation of the policy across the school

4.1.7 Ensure fair treatment for all, regardless of age, culture, race, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

5 Definition of Bullying

5.1 Bullying is defined as a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It involves an imbalance of power between the pupil causing harm and the pupil who is harmed. 'Deliberate, persistent behaviour that causes another person/s upset.':

5.1.1 Deliberate means that the person involved chose to make the decision to upset someone.

5.1.2 Persistent means that it happens on more than one occasion.

5.1.3 Bullying can be physical, verbal, written, emotional, discriminatory, relational aggression and/or electronic.

5.2. Bullying includes victimisation and harassment as a consequence of the protected characteristics of the 2010 Equality Act which includes racism, sexism, homophobia, biphobia and transphobia

5.3. There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

6 Types of bullying

6.1 There are various types of bullying, but most have three things in common:

6.1.1 It is a deliberately hurtful behaviour

6.1.2 It is repeated over time

6.1.3 There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

6.2 The nature of bullying can be:

6.2.1 Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

6.2.2 Verbal (e.g. name calling, ridicule, comments)

6.2.3 Cyber (e.g. messaging, social media, email)

6.2.4 Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)

6.2.5	Visual/written (e.g. graffiti, gestures, wearing racist insignia)
6.2.6	Damage to personal property
6.2.7	Threat with a weapon
6.2.8	Theft or extortion

6.3 Persistent bullying can be based on any of the following things:

6.3.1	Race (racist bullying)
6.3.2	Sexual orientation (homophobic or biphobic)
6.3.3	Special educational needs (SEN) or disability
6.3.4	Culture or class
6.3.5	Gender identity (transphobic)
6.3.6	Gender (sexist bullying)
6.3.7	Appearance or health conditions
6.3.8	Religion or belief
6.3.9	Related to home or other personal circumstances
6.3.10	Related to being a member of an identified vulnerable group

6.4 The school will not tolerate the following behaviour, they will be monitored, investigated and dealt with:

6.4.1	Bullying outside of school: This is unacceptable and will not be tolerated
6.4.2	Derogatory language: Derogatory or offensive language is not acceptable and will not be tolerated
6.4.3	Prejudice based incidents: A prejudice-based incident is 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.

7 Roles in incidences of bullying:

7.1 It is necessary to identify and deal with roles played in any incident of bullying:

7.1.1	The bully (the child who hurts another): the instigator of the bullying, or active participant in it
7.1.2	The victim: the person that is harmed by the bullying
7.1.3	The negative bystander: a person who witness the bullying whose behaviour supports the bully, for example through laughter etc
7.1.4	The passive bystander: a person who witness the bullying but does nothing
7.1.5	The active defender: a person who actively supports the victim, through asking them to walk away or at times tackling the bullying.

8 How to identify if a pupil is being bullied

8.1 School employees, pupils and parents should be alert to changes in a pupil's behaviour. Some pupils may show signs of the following if they are being bullied:-

8.1.1	becoming shy;
8.1.2	nervousness;
8.1.3	feigning illness;
8.1.4	staying close to adults;
8.1.5	seeking to be absent from the School;
8.1.6	withdrawal from activities they enjoy;
8.1.7	withdrawal from social interaction with peers

9 How a pupil should report bullying

9.1 If a pupil feels that they are being bullied they should speak with an employee of the school. All employees of the school will be trained in how to deal with allegations of bullying

9.2 Pupils should report incidents of bullying/child-on-child abuse/unpleasant behaviour via the school's 3R system:
Report Pupils report any concerns about behaviour, feelings or safety through a number of methods
Respond The appropriate member of staff will respond to the concern with clear actions and communication with pupil and their families
Review Following a report and subsequent response actions, the appropriate member of staff with check in and review the outcome of the actions with the child and their family.

9.3. Pupils can report concerns through the following routes at Lancaster High School:

- Face to face to any member of staff, we encourage this communication via the child's House Tutor
- Through the Care Code (QR code around school, in planners and on the website)
- Via the antibullying@ email address (antibullying@lancasterhigh.lancs.sch.uk)
- Via the antibullying text line **07930 995 456**
- Through a paper report placed in the anti-bullying box in reception.

9.4 All reports, actions and subsequent reviews of incidents are logged and screened by the Pastoral Leaders and DSL team

9.5 If the outcome of the investigation is to substantiate the allegation of bullying the school will act swiftly to resolve the problem

9.6 The pupil(s) who has been found to be causing harm to another pupil will be asked to accept the injustice of his/her actions. If it is accepted, the pupil will be given a verbal explanation by the investigator as to why their actions are unacceptable and that the situation will be monitored. Parents of the pupil found to be bullying another will be informed

9.7 If bullying becomes persistent the school may put in place one of the following sanctions until the situation has been resolved:-

9.7.1 isolating the child who has caused harm from the victim for a period of time including unstructured time;
9.7.2 moving the child causing harm/child harmed from the same lessons; and,
9.7.3 in more serious cases the following may be necessary:
9.7.3.1 involving appropriate external agencies;
9.7.3.2 or suspension / exclusion from the school.

9.8 The school has a team of Pastoral Officers, an Anti-Bullying Champion and external counsellors who are available to assist the harmed pupil and the pupil causing harm so that any issues arising from the incidence of bullying can be identified and dealt with.

10 **Criminality**

10.1 The school recognises that while bullying itself is not a criminal act some types of threatening or harassing behaviour/communications could be a criminal offence

10.2 If a member of staff feels that an offence has been committed they should seek assistance from the DSL team and subsequently the police.

11 **How the school seeks to eliminate bullying**

11.1 We challenge the root of all bullying problems, unkindness, by addressing any unfriendly or harsh comments, including those that are made indirectly. Our school vision is that everyone should feel that they belong in our community and that they are respected members of it

11.1 We are transparent and clear to all stakeholders how they can report bullying and how it will be dealt with

11.2 The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference

11.3 Assemblies explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying

11.4 Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions

11.5 Form time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions

11.6 Stereotypes are challenged by staff and pupils across the school

11.7 Pupils are involved in developing school-wide anti-bullying initiatives through consultation

11.8 We work with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

12   How we monitor bullying

12.1 Staff record any incidents on our reporting system CPOMS

12.2 Staff will proactively respond to necessary support through the pastoral team; House Tutor, subject teacher, Pastoral Officers, Progress Leaders or external agency support. Restorative justice is a system that can be used to resolve bullying issues

12.3 Daily checks undertaken of the anti-bullying box, anti-bullying email and mobile phone

12.4 The DSL team will monitor daily the reported incidents and this information will then be analysed and appropriate actions monitored through weekly meetings with SLT, DSL team and the pastoral team

12.5 The Lead DSL will produce half termly reports summarising the information which will be reported to SLT, the Local Governing Body and the Bay Learning Trust.

13   Training

13.1 The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

14   Monitoring the policy

14.1 The Headteacher is responsible for monitoring the policy on a regular basis

14.2. The Lead DSL is responsible for monitoring and analysing the recorded data on bullying. Any trends are noted and reported to the Headteacher, Local Governing Body and the Bay Learning Trust.

15   Evaluating and reviewing

15.1 The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report

15.2 The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report

15.3 If further improvements are required, the school policies and anti-bullying strategies should be reviewed

15.4   The policy is reviewed every 12 months, in consultation.