



RESPECT & ANTI-BULLYING POLICY

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Lytham St Annes (LSA) High School is committed to safeguarding and promoting the welfare of young people.

LSA High School is committed to our core values of:

RESPECT – INTEGRITY – ASPIRATION – ENDEAVOUR

Through these values, people in our community are treated equally, with dignity and with fairness and respect. We welcome and value young people whatever their academic ability, ethnicity, religion, gender, sexuality or background. We promote and encourage individuality and students having the confidence to express their sense of self and what makes them unique.

LSA High School expects all staff, students, parents/carers and volunteers to share this commitment to the school's values.

1 School definition of bullying behaviour

Bullying is the real or perceived intimidation of other people. Bullying aims to hurt or upset a person and make them feel powerless or defenceless.

Bullying is:

- Deliberately hurtful (including aggression).
- Repeated over a period of time.
- Difficult for victims to defend themselves against.

Bullying can take many forms including:

- Physical bullying- which can include kicking, hitting, pushing and taking away belongings.
- Verbal bullying which includes name-calling, mocking and making offensive comments.
- Emotional bullying which includes isolating an individual or spreading rumours about them.
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.



- Sexual bullying or sexual harassment is where someone makes unwanted physical contact, makes sexually abusive comments or sexual gestures.
- Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender
- Online bullying (sometimes referred to as cyber bullying) is the use of electronic communication, particularly mobile phones and the internet, to bully a person. Online bullying can take a number of different forms: threats and intimidation, harassment or 'online/cyber-stalking'. It can be an extension of face-to-face bullying, with technology providing the perpetrator with another route to harass their target and indeed increase the potential emotional abuse.

However online bullying differs from other forms of bullying in several significant ways:

- It can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- There is the potential for anonymity on the part of the bully.
- There is the potential for the perpetrator to play very rapidly to a larger audience so the scale and scope of online bullying can be greater than for other forms of bullying.
- The knowledge that the data is in the world-wide domain, disproportionately amplifies the negative effect on the victim, even though the perpetrator may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the perpetrator and target can be different to other forms of bullying as online bullying can take place between peers and across generations.
- Many online bullying incidents can themselves act as evidence so it is important the victim saves the information.

It is not bullying when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental. However, this behaviour will be challenged and education provided.
 - There is a one-off fight/argument between students and there is no imbalance of power.
 - There is a good reason why others cannot be included in a group activity.
 - A student is called a nickname with which they are happy (students should always remain mindful about being respectful when using nicknames).

Everyone deserves the right to live, grow and learn without fear or victimisation. The school will not tolerate any action that makes an individual feel uncomfortable or threatened and appropriate action will always be taken.



Stopping bullying is the responsibility of everyone: staff, students and parents/carers.

In dealing with bullying issues 'perceived' is a key word. The victim may perceive the behaviour as bullying and that is their truth; the perpetrator may perceive their behaviour as harmless and that is their truth. Sometimes someone may feel bullied when there is no intent to harm from the perpetrator. Be aware that 'banter' features heavily in how students communicate with each other that can lead to problems when a student goes too far with a joke and tempers can flare. Some students are more robust than others are and this is where there is an imbalance of power. In these cases, the school will always seek to educate and support all parties.

Here at LSA, we recognise that young people make mistakes. Our aim is to challenge any form of disrespectful behaviour and support all students with education, whilst promoting a zero tolerance towards bullying.

2 Promoting LSA High School's values and ethos to prevent any forms of bullying

- Individualism and diversity is celebrated and valued in all forms.
- Respect Charter – This has been designed by students and staff and is shared with all students and parents/carers. It demonstrates our commitment to making the School a respectful environment that is a safe and healthy place where everyone can enjoy learning and achieve their potential.
- A whole school awareness is created through the delivery of: assemblies, tutor activities, the Life Programme, cross-curricular activities and through Anti-Bullying Ambassadors.
- The appointment of Anti-Bullying Ambassadors enables students to have a broad range of students to talk with. This creates an 'open culture' for students to discuss concerns.
- Strong Pastoral Links between Year Leaders/Form Tutors and students.
- By allowing the expression of thoughts and opinions. However, comments are challenged if they discriminating or alienating and impact on student(s) or members of staff. Where any discrimination is apparent, we will seek to eradicate through education and support via Year Leaders, Form Tutors and Anti-Bullying Ambassadors.
- School Council, Anti-Bullying Ambassadors, regular student voice activities and a reporting concerns email (reportaconcern@lsahigh.org) ensure that the students' views are being heard and have an impact on shaping school policies and practices.
- LSA is a Stonewall Champion School – embracing people of all sexualities or gender persuasion. This is promoted through staff training and students' education as well as through the PSHE programme.
- All students have opportunities and are encouraged to promote and display their own individualism.
- Regular events throughout the school year encourage positive and respectful interactions, for example Personal Development Days.
- Celebration of Anti-Bullying week in November to raise awareness.
- The school acts immediately against any disrespectful behaviour that is negative towards our students and staff. This can be classed as 'Bullying'.
- Link to Respect & Anti-Bullying Policy is on the school website.
- Mobile Phone/Electronic Devices Policy which prohibits the use to devices being used in school. This is to encourage positive interactions.
- To enable all students to feel valued and self-confident, anti-bullying strategies are of the highest priority throughout the school.



3 Responding to bullying behaviour

School

The school deals sensitively with the issue of bullying using a number of strategies:

Staff will record all concerns and incidents or reports of bullying.

- All incidents or reports will be given to the appropriate Year Leader who will investigate and take action.
- The victim will complete a Bullying Concern Form provided, which is provided by school and be asked whether they consider the action to be bullying. *NB – there may be certain cases when the Year Leader will make a decision that bullying has occurred even if the victim feels that it has not. Professional judgement will be used.*
- Statements from relevant parties will be taken.
- Year Leader will consult and liaise with Head of Anti-Bullying Ambassador who has a particular role in helping to resolve bullying issues and this member of staff has received additional training to fulfil this role.
- Once investigated all of the documentation is uploaded to our systems to be electronically stored.
- Parents/carers will be notified and the appropriate support offered.
- A range of strategies will be used in resolving the problem, including education, conciliation, mediation or Restorative Justice, sanctions or even the exclusion of a pupil from school when this is warranted
- Perpetrators will be spoken to by a Senior Member of Staff to further educate.
- Year Leader/Pastoral Leader will speak to the victim after an appropriate length of time to ensure that bullying has ceased.
- Regular reviews of bullying victims and perpetrators will take place. This will be termly through the QA process.

Students:

- Guidance on how to deal with bullying is given to students new to the school in the first few weeks of the academic year and new parents are also made aware of the policy.
- Every student signs the Respect Charter, which clearly states that pupils should treat each other with respect.
- The school clearly conveys the message that it is always best to tell someone if any bullying behaviour is suspected, witnessed or experienced.
- Students will talk to any member of the school community they feel comfortable with including:
 - Their Form Tutor or Class Teacher
 - Their Year Leader
 - Anti-Bullying Ambassadors
 - Welfare assistants and office staff
 - Pastoral Leader
 - Child Protection Officers (DSL/Deputies)
 - On-line via email address to reportaconcern@lsahigh.org

Student voice activities are used to monitor the impact of the policy.

Parents/carers:



The school takes the view that it is very important to work with parents/carers and that everyone involved needs to listen to each other.

- Parents/carers are made aware of the school's Respect & Anti-Bullying Policy. This is available on the school web site.
- Parents/carers should contact the school immediately if they have any concerns regarding bullying.
- Parents/carers should be willing to accept that their own child may be involved in bullying someone else and allow the school time to carry out a thorough investigation before taking action to resolve an incident.

4 Procedures for dealing with complaints

If parents/carers have any concerns about the way the school is dealing with an on-going issue they should make their concerns known via the school's complaint procedure. The School Complaints Policy is available on the school website or a printed copy is available on request. The school also has a Parental Co-operation Policy which will be used to ensure communication is fair and appropriate.

5 Limits of the policy

Where bullying occurs in school, on school trips and through electronic channels etc, the policy will be applied. If bullying takes place out of school, but there is a school connection, e.g. both are students, the school will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked but the school may offer support. This highlights the critical importance of parents/carers and School working together.

6 Monitoring and evaluating the Respect & Anti-Bullying Policy

The school will systematically evaluate specific areas of the policy and their effectiveness. We will also review staff procedures to ensure measures are workable and sustainable. There will be an on-going evaluation of procedures.

Questionnaires and surveys will be carried out on a regular basis and through regular Anti-Bullying Ambassador meetings.

Monitoring of the following will take place termly as part of the college evaluation process by the Lead Anti-Bullying Ambassadors and Year Leaders via the study of the data provided by the information on SIMS, Class Charts and the Bullying Logs:

Patterns and numbers of incidents based on:

Year groups

Types of Bullying reported

Repeated offences to victim or of a perpetrator.

There will be feedback to Governors via the Headteacher's Report.

Reviewed and amended February 2022. This Policy will be reviewed annually.

Note: Much of the policy has been informed by work completed by in the school in November 2019 to January 2020 with input from students who form the Anti-Bullying Committee and training to staff and students delivered by the Diana Award. The policy was reviewed and updated with input from a selection of students from all year groups, governors, parents and staff in February 2022.

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