



Respect & Anti-bullying Policy

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

LSA High School work to The Diana Award regarding anti-bullying. Our anti-bullying staff and student ambassadors are trained through The Diana Award and most of our language in terms of anti-bullying is directly influenced from this work. We aim for everyone involved in LSA High School to behave with consistently high levels of respect for others and we never tolerate bullying. Stopping bullying is the responsibility of everyone in our organisation. Individualism and diversity is celebrated and valued in all forms at LSA.

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.

Ofsted Oct 2022:

"Pupils explained that leaders will not tolerate bullying or the use of derogatory language. Adults deal with any incidents of bullying quickly and effectively."

Adults involved in anti-bullying at LSA:

Governors	Lynne Davies Janet Burbidge
Head of Year 11 Head Anti-Bullying Ambassador	Andrea Boyle andrea.boyle@lythamhigh.lancs.sch.uk
Head of Year 8 Head Anti-Bullying Ambassador	Alex Cullen alexandra.cullen@lsahigh.org
Assistant Headteacher	Alison Donnelly alison.donnelly@lythamhigh.lancs.sch.uk
Designated Safeguarding Lead	Nigel Cross nigel.cross@lythamhigh.lancs.sch.uk



1. What is bullying?

Bullying is repeated, negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. This can be real or perceived intimidation. Bullying is emotional and can affect different people in different ways.

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.

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 repeatedly kicking, hitting, pushing and taking away belongings.
- Verbal bullying - which includes repeatedly name-calling, mocking and making offensive comments.
- Indirect bullying – which includes repeatedly doing something behind someone's back or online.

These types of bullying are emotional, and can also be racist, sexual, homophobic, transphobic, disablist or sexist, relational, prejudicial or a combination of these.

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 behaviour, 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 perpetrator.
- 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.



2. What can be the causes of bullying?

At LSA we understand that bullying behaviour is separate to being a bully. From working with The Diana Award we look at these 8 key causes of bullying behaviour:

- Reactive or reciprocal behaviour – replicating behaviour that has been exhibited to them
- Cultural influences – influence from media platforms in youth culture
- Institutional causes – frequent bullying behaviours in an institution that has not been taken seriously when it should have been
- Social causes – gaining social recognition or more attention from negative behaviours rather than positive behaviours
- Family issues – a negative home life with little positive reinforcement
- Personal history – such as academic pressures, social rejection, or extra-curricular stress
- Having power – remaining in a position of power to prevent being a target themselves
- Blaming the target – justify their behaviour by blaming the actions of others

3. What are the roles in bullying behaviour?

There are a number of roles that we may refer to throughout the investigation of a bullying incident. These are:

- the target – subject to the bullying behaviour;
- the perpetrator – initiates the behaviour and draws others in;
- the reinforcer – reinforces the situation, they are usually present, they often justify what the perpetrator is doing;
- the assistant – assist the perpetrator and the reinforcer, they jump on the band wagon and may copy behaviours of the perpetrator and reinforcer;
- the upstander – supports the target, protects them and tries to help them;
- the bystanders – sometimes known as the outsiders, they are removed from the bullying behaviours but they do nothing about the situation because they either pretend it is not happening or they are not fully aware of the situation.

4. When is it not bullying?

An action 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. It is not bullying when there is a one-off fight/argument between students and there is no imbalance of power. It is not bullying when there is a good reason why others cannot be included in a group activity.

It is not bullying when a student is called a nickname with which they are happy (students should always remain mindful about being respectful when using nicknames). On occasions some students accept a nickname from friends that could be construed as hateful but when others use that nickname they take offence and consider it unacceptable. This requires education over acceptable nicknames and how this can cause offence to themselves and others and blur the lines between what is acceptable.

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.



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.

5. What does LSA do to prevent and respond to bullying behaviour?

LSA High School is committed to our core values of: **ASPIRATION, ENDEAVOUR, INTEGRITY, RESPECT.**

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, governors, parents/carers, volunteers and visitors to share this commitment to the school's values.

Education around bullying is delivered through our personal development programme of study, including year 7 signing the respect charter, key assemblies, tutor time activities and through our Anti-Bullying Ambassadors. School Council and 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. They are involved in the transition from KS2 to KS3 as well as promoting anti-bullying week.

6. What can students do in response to bullying?

Students are asked to report any bullying concerns to an adult at school if it is suspected, witnessed or experienced on behalf of themselves or others. The adult can then report this via CPOMs as a bullying concern and we can respond.

Students can also report any bullying concerns to the 'report a concern' email address (reportaconcern@lsahigh.org) at any time of day or night. Parents are also able to use this email address to report a concern.

Our Anti-Bullying Ambassadors are trained through The Diana Award and are available for all students to talk to in the library at allocated break times, which is advertised via our student bulletin.

7. How do we respond and investigate bullying behaviour?

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 on CPOMs.

- Any report/concern around bullying is logged onto the target's CPOMs and the relevant people alerted including the head of year. All students included to be linked in on CPOMs.
- Lead person (usually HOY) will communicate with the staff member who has logged it on CPOMs and will then speak to the target – The target completes a statement sheet.
- HOY/Lead calls home for the target and explains that a bullying concern has been reported and that we are investigating in order to deal with it appropriately.
- HOY/Lead takes statements from perpetrator(s), reinforcers and assistants as well as bystanders these must be written by the students with support if needed.
- HOY/Lead discusses case with Head Anti-Bullying Ambassadors and action is decided.
- HOY/Lead calls home for perpetrators/reinforcer/assistant/bystander/target with action decided and support offered.



- Update CPOMS and alert all relevant people.
- A range of strategies and appropriate support will be used in resolving the problem, including education, conciliation, mediation or restorative justice, sanctions or even the suspension of a pupil from school when this is warranted.
- Perpetrators will be spoken to by a Senior Member of Staff to further educate.
- HOY will speak to the target after an appropriate length of time to ensure that bullying behaviour has ceased.
- Termly reviews of bullying targets and perpetrators will take place.

8. How do we engage with parents in regards to anti-bullying?

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. Our regular newsletters home have an anti-bullying section with updates on training, when anti-bullying ambassadors are available and with a reminder of the report a concern email. This policy and other supportive documents are available on the website.

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 present bullying behaviours and give the school time to carry out a thorough investigation.

9. What are the 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 that can be found on the school website, which will be used to ensure communication is fair and appropriate.

10. Limits of the policy

Where bullying behaviour occurs in school, on school trips and through electronic channels etc, the policy will be applied. If bullying behaviour 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 behaviour 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.

11. Monitoring and evaluating the 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 bullying incidents will take place termly as part of the evaluation process by the Head Anti-Bullying Ambassadors and Assistant Headteacher stated at the start of this policy. Following this monitoring we may alter the education that is required by different groups of students and staff to prevent any further bullying incidents.

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

Reviewed and amended May 2023. This Policy will be reviewed annually.

Note: The policy was reviewed and updated with input from a selection of students from all year groups, governors, parents and staff February - May 2023.



Appendix 1 Respect Charter

Respect Charter

**At LSA we, as students and staff, are commitment to our values.
We expect everyone to show and treat others with Respect.**

We pledge to:

- To respect each other's race, culture, gender, abilities and sexual orientation.
- To celebrate our diverse community and its successes.
- To respect each other no matter what your role or status.
- Use polite language at all times.
- To be friendly and kind to all.
- To consider each other's feelings and needs.
- Not to use aggression, threats or humiliation against a member of the school community.
- To be a positive role model and encourage caring behaviour.
- To work hard to maintain a safe, clean and healthy school environment.

Signed _____ (student)

Signed _____ R. Baker _____ (Head teacher)