Lawrence House School

Anti-Bullying Policy

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Approved Chair of Governors/Proprietor	Tony Nolan

1. Statement Of Intent

It is the policy of Lawrence House School that the school will be, and will remain, an environment in which all bullying is unacceptable and will not be tolerated.

We at Lawrence House School are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively.

In line with the Equality Act 2010, the purpose of this policy is to eliminate unlawful discrimination, advance equality of opportunity and foster good relationships.

2. Legislation

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Preventing and Tackling Bullying (DfE)
- Equality Act 2010
- Children Act 1989 and 2004
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Policy
- SEND Policy

3. Objectives Of This Policy

- All governors/proprietors, teaching and non-teaching staff, students and carers should understand what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. This policy aims to work together to ensure that our school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

4. What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Lawrence House School is “unacceptable behaviour which occurs ‘multiple times, on purpose’.” Bullying can be short-term or continuous over long periods of time.

Bullying can be the imbalance of power may be related to:

- Physical strength.

- Social status.
- Group size.
- Age or developmental differences.
- Access to information or technology.
- Anonymous online activity.

Bullying can take many forms, including:

Emotional Bullying

- Excluding others.
- Intimidation.
- Humiliation.
- Threatening behaviour.
- Manipulation of friendships.

Physical Bullying

- Hitting.
- Kicking.
- Pushing.
- Damaging belongings.
- Physical intimidation.

Verbal Bullying

- Name-calling.
- Insults.
- Teasing.
- Threats.
- Spreading rumours.

Prejudice-Based Bullying

Bullying related to:

- Race or ethnicity.
- Religion or belief.
- Disability or SEND.
- Gender.
- Sexual orientation.
- Gender identity.

- Looked-after status.
- Appearance.
- Health conditions.
- Socio-economic background.

Sexual Bullying

- Unwanted sexual comments.
- Sexual harassment.
- Sexualised language.
- Inappropriate touching.
- Sharing sexual images.

Cyberbullying

Bullying that takes place through:

- Social media.
- Messaging applications.
- Gaming platforms.
- Email.
- Websites.
- Image and video sharing.
- AI-generated or manipulated content.

Cyberbullying may occur inside or outside school but will be addressed where it impacts the safety or well-being of students.

5. Child-on-Child Abuse and Safeguarding

Lawrence House School recognises that bullying may form part of wider child-on-child abuse.

Some incidents may also constitute:

- Sexual harassment.
- Sexual violence.
- Hate incidents.
- Discriminatory abuse.
- Coercive or controlling behaviour.
- Online abuse.
- Criminal exploitation.

- Radicalisation or extremism.

Where bullying raises safeguarding concerns, staff must immediately consult the Designated Safeguarding Lead (DSL) and follow the school's safeguarding procedures.

Bullying concerns should never be dismissed as "falling out" or "banter" without appropriate investigation.

6. Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who bully need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

7. Perpetrators And Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity: through the use of cyberbullying, email, social networking sites, texts, etc

Teaching staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied, because they may be too young or have a level of Special Educational Needs, which means that they may be unable to realise what others may be doing to them.

Teaching staff must also be aware of those children who may be vulnerable pupils; for Lawrence House School, many of our students will have endured trauma or loss, those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

8. Extremism

Both victims and perpetrators may themselves be in need and vulnerable to other people with an agenda that is broader than just immediate bullying, which can be far-right or religious extremism. Teaching staff need to be aware of the potential for extremism and radicalisation. Incidents of racist bullying are not in themselves evidence of far-right extremism, but if persistent and ingrained and linked to others, we need to be aware of this as potential child abuse and follow our child protection and safeguarding policy and procedure.

Those who are victims of bullying are often isolated and vulnerable to others seeking to use a student’s vulnerability for wider abuse, and encourage both perpetrators and victims to identify with an ideology that seeks to talk about ‘us and them’.

9. Recognising Possible Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to go to school (school phobic).

• Changes their usual routine.
• Becomes withdrawn, anxious or lacking in confidence.
• Starts stammering.
• Attempts or threatens suicide or runs away.
• Cries themselves to sleep at night or has nightmares.
• Feels ill in the morning.
• Begins to do poorly in schoolwork.
• Has possessions which are damaged or "go missing".
• Asks for money or starts stealing money (to pay the bully).
• Has unexplained cuts or bruises.
• Becomes aggressive, disruptive or unreasonable.
• Is bullying other children.
• Stops eating.
• Is frightened to say what's wrong.
• Gives improbable excuses for any of the above.
• Is afraid to use the internet or mobile phone.
• Is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

10. Reporting and Responding to Bullying

- Teaching staff are to record all incidents of bullying on Iris; this will inform the Head Teacher and the Home Manager.
- In those cases, carers should also be informed of the details of the incident.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated, and the bullying must be stopped quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.
- LHS will provide an anonymous reporting system for students. Any incidents of reported bullying would be passed on to the teacher, and then staff would be required to follow relevant safeguarding procedures.

Support for Students Experiencing Bullying

Students affected by bullying may receive:

- A trusted key adult.
- Wellbeing support.
- Therapeutic interventions.
- Safety planning.
- Increased supervision.

- Restorative conversations where appropriate.
- Regular check-ins.
- Support to rebuild confidence and relationships.
- The student's wishes and feelings will always be considered when planning support.

11. Prevention

The school will use recognised methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of classroom rules.
- Support children in preventing and understanding the consequences of bullying through PSHE lessons and projects, including discussions about bullying and why it matters.
- Anti-bullying week.
- Student voice questionnaires.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying.
- Making up role-plays.
- Staff training
- Online safety training
- Assemblies and awareness campaigns.
- Restorative practice

Teaching staff must also follow the equality policy, supporting every child in our school. Staff must be careful not to highlight differences between children or an individual child, even if this is related to a bullying incident.

We actively promote respect, empathy, inclusion and acceptance throughout school life.

12. Outcomes

Following the investigation, outcomes may include:

- Restorative meetings.
- Formal apologies.
- Support plans.
- Behaviour interventions.
- Educational work.
- Risk assessments.
- Increased monitoring.
- Consequences in accordance with the Behaviour Policy.
- External agency involvement where appropriate.
- All incidents will be reviewed to ensure that bullying does not continue.
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13. Recording

Incidents of bullying must be recorded on Iris by the teacher/teaching assistant.

The school should also ensure information is provided to carers to supplement any verbal communication. The Head Teacher reports in his termly update to governors on bullying, including entries on Iris.

All bullying incidents and concerns must be recorded on Iris by the member of staff dealing with the matter.

Records should include:

- Nature of the concern.
- Students involved.
- Actions taken.
- Support provided.
- Outcome.
- Follow-up arrangements.

14. Monitoring and Review

The Headteacher will monitor:

- Bullying incidents.
- Prejudice-related incidents.
- Attendance patterns.
- Behaviour data.
- Student voice.
- Safeguarding information.

Information will be reviewed regularly and reported to governors/proprietors through the Headteacher's termly report.

This policy will be reviewed annually or sooner if legislation, guidance or school circumstances change.

15. Roles and Responsibilities

Headteacher

The Headteacher will:

- Ensure effective implementation of this policy.
- Monitor patterns and trends.
- Ensure incidents are recorded and addressed appropriately.
- Report relevant information to governors/proprietors.
- Promote a culture where bullying is not tolerated.

Staff

All staff will:

- Promote positive relationships.
- Challenge bullying behaviour immediately.
- Take all reports seriously.
- Record concerns on Iris.
- Follow safeguarding procedures where necessary.
- Support students involved.

Students

Students are expected to:

- Treat others with respect.
- Report concerns about bullying.
- Support peers appropriately.
- Avoid behaviour that may cause harm to others.

Parents and Carers

Parents and carers are encouraged to:

- Inform the school of concerns promptly.
- Work collaboratively with the school.
- Support agreed interventions.

Governors/Proprietor

Governors and the Proprietor will:

- Monitor the effectiveness of this policy.
- Receive reports on bullying trends and actions taken.
- Ensure statutory responsibilities are fulfilled.

16. Sources of Support

Students

- Trusted adults within the school.
- Designated Safeguarding Lead.
- Key workers and pastoral staff.

External Organisations

- Advisory Centre for Education (ACE): **0300 0115 142**
- Child Law Advice Service: **0300 330 5480** and **0300 330 5485**.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Kidscape: www.kidscape.org.uk
- Bullying Online: www.bullying.co.uk
- The Proud Trust: https://www.theproudtrust.org/ - **0161 660 3347**

Students and families are encouraged to seek support as early as possible if concerns arise.