



10a. Anti-Bullying Policy

At The Lyceum, we take our responsibilities for safeguarding children and promoting their welfare very seriously. To ensure that we give this priority, we have a number of policies and documents in place, all of which are reviewed annually, or more frequently, to reflect new legislation and guidelines.

This policy should be read in conjunction with:

- Safeguarding Policy
- Online Safety Policy
- Behaviour Policy

and the following guidance:

- Preventing and tackling bullying July 2017
- Sexual violence and sexual harassment between children in schools and colleges 2017
- Keeping Children Safe in Education 2020

The Lyceum community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that each and every one of our pupils can develop and grow to their full potential during their time with us. All pupils should care for and support each other, and we expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. The Lyceum School prides itself on its respect and mutual tolerance. Parents and guardians have an important role in supporting The Lyceum in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.

Definition of Bullying

Bullying can be defined as *"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"* (Guidance on Preventing and Tackling Bullying, Department for Education).

We believe that bullying is any targeted and persistent attack on another person. This could be intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages), and emotional (by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle; it can also be overt or intimidating. Bullying may involve actions or comments that are sexual or sexist, homophobic or racist. It may also focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as hair colour or body shape).

Examples of Bullying

NB this is not an exhaustive list but a summary of some common types of bullying behaviour:

- Calling someone names
- Threatening them
- Mocking their contributions in class
- Deliberately excluding someone
- Spreading rumours
- Sending unpleasant texts or making threats or mocking someone on line
- Saying or doing hurtful things to or about someone on the basis of their or their family member's actual or perceived sexual orientation
- Saying or doing hurtful things to or about someone on the basis of their, ethnic, social, cultural or religious background, a disability or special educational need, because they are in the care of the Local Authority or are acting as a carer, or because of an issue in their family
- Hitting, kicking, otherwise inflicting physical pain

Definition of Cyber-bullying

The DfE has acknowledged that *“the rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.”*

It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/herself. Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube)
- Using e-mail to message others in a threatening or abusive manner
- Hijacking/cloning e-mail accounts

The 8 different types of cyber-bullying are listed below:

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean 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 group 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 mean or false messages online.

Harassment: Repeatedly sending malicious messages to someone online.

Cyber stalking: Continuously harassing and denigration including threats of physical harm.

Signs of Bullying

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags, money and other belongings suddenly go "missing", or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent complaints of illness/feeling unwell e.g. stomach pains or headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance or late arrival to class
- Choosing the company of adults rather than peers
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping or experiencing nightmares
- Talking of suicide or running away from home or school

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported/recorded as appropriate.

Response to bullying

The school **will not** tolerate bullying. We believe that all students have the right to be educated in an environment where there is mutual respect and co-operation. Bullying is contrary to this approach and we do everything possible to discourage it. Bullying that occurs on school trips or outside of the School's premises will not be tolerated any more than bullying on School premises.

If an incident of bullying is reported, it will always be taken seriously and will be thoroughly investigated. Pupils are encouraged to tell someone they trust and feel comfortable talking to, whether that is a parent, member of staff or friend. Children will always be believed and, through discussion, will be helped to understand the difference between ordinary disagreements and bullying. Within twenty-four hours, an Incident Form will be completed and shared with the Assistant Head (Pastoral) and relevant parties.

The situation should be monitored by the teacher responsible for as long as is necessary to prevent further incidents. We recognise the need for on-going support for the pupil(s) involved. Victims will be given support and the bully/bullies will be reprimanded/punished; this could involve the removal of playtime, Golden Time, exclusion from trips/activities or parents being called in to discuss their child's behaviour.

In addition, the bully will be given support to help them to understand their behaviour and be supported in learning new ways of behaviour. Ultimately, a child who is a persistent bully may be permanently excluded depending on the severity of their actions. Parents will be informed early of the School's actions and measures put in place to prevent a repeat of the problem.

Preventative measures

At The Lyceum, we encourage children to have high self-esteem. This is often achieved via our curriculum, including participation in performances, music, arts and sport. We minimise the risk of peer on peer abuse by:

- Providing a comprehensive PSHE programme of study which deals with many aspects of friendship, responsibilities, feelings etc. Where appropriate, in Circle Time, we discuss events that have occurred during playtime
- Educating pupils on fundamental British Values
- Embracing Spiritual, Moral, Social and Cultural values and embedding these into daily school life
- Having annual assemblies and workshops led by staff from NSPCC
- Regularly discussing organisations such as the NSPCC and Child Line with pupils
- Celebrating differences and embracing opportunities to learn about different faiths and cultures
- Encouraging inclusion during playtimes, in class and in sporting activities
- Promoting anti-bullying throughout the academic year in class and in whole school assemblies
- Promoting The Lyceum's values, positive behaviour and class rules
- Ensuring our monitoring systems are robust
- Providing regular staff training
- Encouraging pupils to raise concerns with staff (knowing they will be listened to, believed and valued) or through use of the Worry Wall/Worry Box
- Regularly discussing pastoral issues as a staff
- Recording all emotional and wellbeing issues in class books (which are gathered in weekly by the Safeguarding/Pastoral Lead)
- Providing buddy systems and pupils whose job it is to be a 'listening ear'

Posters are displayed around the school to help children know who to go to and what to do in the event they need to report an incident. In addition, we have an extensive and informative 'Worry Wall' which can be accessed by pupils of all ages. We believe that all pupils have the right to work and play within a safe environment.

Record Keeping

The Lyceum keeps a log of all serious incidents and the action taken to resolve them. This can be found on the S-Drive. All incidents will be recorded by the Class Teacher/member of staff on duty and recorded in the class's Emotional and Well-Being book. If bullying is suspected, this will immediately be raised with the Assistant Head (Pastoral) who is also the Safeguarding Lead. Both the bullied and the alleged bully will be interviewed and a record made. Except for minor incidents, parents of all parties will be informed and asked into School to discuss the matter and support the agreed course of action.

The Safeguarding Lead is kept informed of all concerns through weekly collection of the Emotional and Well-Being books. In the most serious of cases, incidents will be recorded in the Bullying Incidents Log. The Sanction Log will record all bullying incidents that resulted in a sanction being implemented. This is reviewed regularly by the Assistant Head (Pastoral) and is vital in enabling us to identify and respond to patterns.

All incidents are followed up within 2 weeks to ensure that they have not begun again – and checked again after 6 weeks – this is to ensure that the ‘bully’ knows that checks will be made to prevent the problem continuing.

Safeguarding children

Where there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, the incident should be addressed as a child protection concern. Staff will follow The Lyceum’s Safeguarding Policy and the matter will be referred to Children’s Services within the borough the child resides in.