

**LPW Independent School**  
**Anti-Bullying Policy**  
**September 2024**

## **School statement on bullying**

LPW school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be experienced as bullying.

## **Aims and purposes of the policy**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

### **1. Definition of Bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone's possessions.
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- Psychological – such as deliberately excluding or ignoring people.
- Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying) Gender identity (transphobic bullying)

- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people – e.g. young carers.

## **2. Reporting bullying**

### **Students who are being bullied**

If a student is being bullied they are encouraged to not retaliate but to tell someone they trust such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school.

Report to a teacher – such as a Key Worker, Pastoral Leader or any other teacher

Report bullying by:

- Texting: the students individual Keyworker
- Emailing: [schoolsafeguarding@lpw.org.uk](mailto:schoolsafeguarding@lpw.org.uk)
- Phoning: 0117 9074500
- Report to other school staff
- Call ChildLine to speak with somebody in confidence on 0800 1111

### **Reporting – roles and responsibilities**

#### **Staff:**

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.

#### **Senior Staff:**

The Senior Leadership Team and the Head Teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

#### **Parents and Carers:**

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or their child's Key Worker

**Students:**

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

**3. Responding to bullying**

- When bullying has been reported, the following actions will be taken:
- Staff will record the bullying on an incident reporting form and also record the incident centrally on Arbor and CPOMS.
- Designated school staff will monitor incident reporting forms and information recorded on Arbor and CPOMS analysing and evaluating the results.
- Support will be offered to those who are the target of bullying from the Key Workers in school or through the use of restorative justice.
- Staff will pro-actively respond to the bully, who may require support from their Key Worker or through the use of restorative justice programmes.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

**4. Restorative practice**

At LPW we believe that restorative practice over punitive practice leads to better informed learners and members of our community. It is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). They seek to increase the opportunities for dialogue at every level.

**5. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **6. Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Arbor and CPOMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using Arbor.

## **7. Prejudice-based incidents**

A prejudice-based incident is a one-off incident of 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. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **8. School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy, which can be downloaded from the school's website: [www.lpw-school.org.uk](http://www.lpw-school.org.uk)
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Key Worker time provides regular opportunities to discuss issues that may arise in class and for Key Workers to target specific interventions.
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Restorative programmes provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups for example through the school council and through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

## **9. Training**

The Head Teacher is responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

## **10. Monitoring and reviewing**

The Head Teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of the policy and by in-school monitoring such as learning walks and focus groups with students. The policy is reviewed every 12 months, in consultation with the whole school community.

**Next review date: September 2025**