Anti-Bullying Strategy 2024-2025

Our Values

At LVS oxford, our aim is for all our pupils to become health empowered and included adults who participate in and contribute toward society.

We want our whole school community to be:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens.**

Bullying prevents this from happening for everyone involved. This strategy is designed to tackle bullying in all its forms to help everyone achieve the aims listed above.

Definition of Bullying

*Taken from **Preventing and tackling bullying (July 2017)***

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. "

Our approach to Bullying

Bullying of any kind is unacceptable and will not be tolerated at LVS Oxford. 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.

Sometimes the behaviour of the learners at LVS Oxford may appear to be bullying in nature, due to the learners' difficulties in communication, socialisation and imagination. Learners will find it difficult to socialise appropriately with others and may have problems communicating with peers, sometimes making comments which sound nasty but in their head are merely stating the obvious. We are conscious on these occasions that education and constructive conversations are often the most effective deterrent to bullying.

All staff need to be aware of learners' difficulties when dealing with allegations/observations of bullying. It is important that as a school community we are equipped to both prevent and resolve problems with bullying.

What does bullying look like, feel like, sound like?

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- Involves an imbalance of power – the person being bullied will usually find it extremely hard to defend themselves.

It can be:

- **Physical,** e.g. kicking, hitting, taking and damaging belongings
- **Verbal**, e.g. name calling, taunting, threats, offensive/personal remarks
- **Relational**, e.g. spreading nasty stories, gossiping, excluding from social groups
- **Indirect,** e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, racist or sexist material.
- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Cyber**, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)

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 bi-phobic bullying
- **Gender identity** – transphobic bullying
- **SEN or disability**
- **Appearance or health conditions**
- **Related to home or another personal situation**
- **Related to another vulnerable group of young people**

Signs and symptoms of bullying

Warning signs that a young person is being bullied:

- Comes home with torn, damaged or missing pieces of clothing, books, or other belongings.
- Has unexplained cuts, bruises and scratches.
- Has few, if any friends, with whom he or she spends time.
- Seems afraid of going to school, walking around school, or taking part in organised activities with peers (such as clubs).
- Takes a long, "illogical" route when walking around school.
- Has lost interest in schoolwork or suddenly begins to do poorly in school.
- Appears sad, moody, tearful or depressed when he or she comes home.
- Complains frequently of headaches, stomach aches or other physical ailments.
- Has trouble sleeping or has frequent bad dreams

Preventing Bullying in the school

At LVS 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 21st 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. We will also ensure the following measures are in place:

Staff training

All staff will have a comprehensive understanding of the school's Anti-Bullying strategy, allied to:
- The ability to develop best practice, based upon what is confirmed as working.
- A clear understanding of their legal and professional responsibilities in preventing and responding to bullying.
- An awareness of the need for celebrating learners' successes and to communicate these to parents and carers.
- An ability to identify all forms of prejudice-driven bullying.
- The skills to promote individuals' wellbeing.
- The skills to respond appropriately to learners' and parents' complaints.
- Recognition of non-verbal signs and indicators of cyber bullying
- The reporting process for cyber bullying both internally and through external channels (see Appendices 1, 2 & 3)

The learning environment and school grounds

You will be able to see:
- Classroom displays concerning issues relating to bullying.
- Provision of special safe places throughout the buildings and grounds
- Expectations of appropriate behaviour clearly displayed.

Our Curriculum

Throughout the curriculum there will be:
- Work programmes that reflect the desire for personal wellbeing
- Opportunities to address bullying as a whole school issue.
- Encouragement of peer group rejection of bullying

Resolving Problems with Bullying

Addressing bullying within the school

Owing to the difficulties experienced by learners at LVS Oxford it is necessary to ensure that teaching about bullying is specific. It is possible, owing to learners' difficulties, that their behaviours appear to others to be bullying, but in fact are a product of not understanding social rules. It also needs to be noted that this does not mean they are not capable of bullying; our learners need to learn that just because they do not understand a social rule, or have problems socially, it is still not acceptable to bully, whether this is intentional or not.

Support for the person being bullied.

It is always the priority of the school community to ensure that persons being bullied feel safe, supported, and able to move forward positively from their experience. To this end, anyone who experiences bullying will be supported in the following ways:

- They will be offered emotional support by an appropriate member of the school community; they will be reassured that they have done the right thing in telling.

- They will be advised not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff.

- They will be advised to consider what information they have in the public domain.

- Unless the victim sees it as a punishment, they may be advised to change personal information such as their mobile phone number, for example.

- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.

- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 3 contains information on what service providers can do and how to contact them.

Working with the bully understand and address the consequences.

Bullying has consequences for all involved. The school will work with the bully to understand the consequences of their actions. The staff involved may also choose specific consequences that achieve the following aims:

- to help the person harmed to feel safe again and be assured that the bullying will stop.
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
- to demonstrate to the school community that all forms of bullying are unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied.
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation.
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

In cases of cyber or online bullying a key part of the sanction may well involve ensuring that the learner deletes files.

Logging incidents of bullying

Incidents of Bullying will be logged on the CPOMS as a safeguarding as a bullying incident.

DSLs will be the first point of contact and will identify incidents of bullying conduct investigations where necessary contact parents and record incidents, actions and outcomes on the reward and conduct module.

Senior leadership will review reports of bullying weekly to ensure all incidents are being handled appropriately and decide whether any further action should take place. This may involve.
- further actions in relation to a specific incident
- Any training or support that should take place for individuals or groups, including where necessary, whole school actions to support the achievement of our "no-bullying" culture.
- Revisions or amendments to any policies or procedures in support of our "no bullying" culture

Evaluating the effectiveness of prevention measures
We want to ensure that our strategy is always as effective as possible. To this end we will:

- Identify areas for improvement and incorporate learner's ideas.

- conduct an annual evaluation including a review of recorded cyber bullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey.

- Wherever possible we will also publicise evaluation findings; celebrate what works and what improvements are planned.

The Responsibilities of the School Community
The whole school community are responsible for preventing bullying. Each of us has a part to play in ensuring the community is a safe and effective learning environment for everyone involved.

The governing board are responsible for monitoring this strategy's effectiveness and holding the principal to account for its implementation, alongside the Safeguarding and Culture and Conduct policy**.**

The principal will ensure that the school environment encourages positive behaviour and discourages all forms of bullying. He/she will monitor how staff implement this strategy to ensure issues of bullying are addressed and consequences are applied consistently.

DSL/ DDSL's will be responsible for identifying bullying reports on CPOMS and taking the appropriate action needed.

The principal/deputy headteacher will be responsible for the day-to-day management of the strategy and processes.

Staff, including teachers and support staff, will be responsible for ensuring the strategy and procedures are followed consistently and applied fairly. Staff have a key role in advising the senior leadership on the effectiveness of the anti-bullying strategy and procedures. In addition to this, all staff are required to model positive behaviour and provide a personalised approach to the specific needs of

students. All staff are responsible for recording incidents according to the processes set out. The Senior Management Team (SMT) will support staff in responding to incidents.

Parents/guardians will be encouraged to work in partnership with staff and the school to assist in maintaining the standards set out in the strategy and can raise any issues arising from the day-to-day activities of the school community. They are required to support the school by reporting any incidents of bullying they are made aware of from home and supporting the school in addressing any issues around bullying with students as both perpetrators and victims.

Students will be made aware of the strategy, procedures, and expectations in school. They have a responsibility to follow our culture and conduct expectations and report any incidents where these expectations are not met.

Monitoring and review

This policy is monitored by the principal who reports to governors on request about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining where incidents of bullying have been recorded and by discussion with the Headteacher. Governors analyse information for patterns of people, places, or groups. They look out for racist bullying, or bullying directed at children with disabilities or special educational needs.

Appendix 1 details the procedure to follow when responding to incidences of bullying.

```
                    ┌─────────────────────────────┐
                    │ Staff to investigate        │
                    │ allegation with both        │
                    │ parties, this may involve   │
                    │ social Stories with the     │
                    │ support of the SALT         │
                    └─────────────────────────────┘
        ┌───────────────────┼───────────────────┐
```

Bullying has occurred but it is not deemed to be serious	Serious/ongoing pre-meditated bullying has occured - refer to behaviour lead immediately and complete a CPOMS Report	Cyberbullying incident has occured
Repair and rebuild carried out by member of staff/behaviour lead	Behaviour lead will investigate and interview those involved	Record on CPOMS
Incident rec orded on CPOMS (allows montoring/analysis to take place)	Behaviour Lead meets with Principal to look at application of conduct policy for the circumstance	DSLs take appropriate action.
Tutor informs parents/carers of the students involved	Behaviour Lead informs parents/carers of the students involved and outcomes	Parents informed where appropriate
Students involved and informed and debriefed	Students involved debriefed	Student debriefed/kept informed.
		CPOMS UPDATED WITH ACTIONS