



LANCASTER UNIVERSITY
SCHOOL OF MATHEMATICS

Lancaster University

School of Mathematics

Anti-Bullying Policy



Title	Anti-Bullying Policy
Version	S01
Approval Status	Approved
Document Owner	Executive Principal
Classification	External
Review Date	01/04/2022
Last Reviewed	30/11/2021



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1.0. Purpose

The purpose of this policy is to set out the Trust's position on bullying and to give clear guidelines on how bullying incidents should be dealt with. It should be read in conjunction with the current advice from DfE regarding bullying.

"Bullying can have a life-long negative impact. It makes it difficult for young people to learn and can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst bullying has been a factor in suicide.

Bullying can happen anywhere. To tackle bullying successfully, the whole community and all services for young people need to work together to change the culture so that bullying is unacceptable." Safe from Bullying in FE Colleges, DfE.

The Trust will not tolerate bullying in any form. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a secure atmosphere. Bullying, in any form, is entirely contrary to the values and principles of the Trust.

Everyone within the Trust has a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

2.0. Definitions

Bullying is behaviour, usually repeated over time, that intentionally seeks to use a power imbalance to hurt or control another individual or group. This could be physical, intellectual or emotional.

Examples of bullying

- Emotional - being unfriendly, excluding or controlling someone, and tormenting (e.g. threatening gestures, interfering with personal possessions)
- Physical - pushing, kicking, hitting, punching or any use of physical violence
- Racist - Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status' - racial taunts, graffiti, gestures



- Sexual, Sexist and Transphobic - Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments. Transphobic bullying refers to bullying because someone is (or is thought to be) transgender.
- Homophobic - Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report and is often directed at them at a very sensitive phase of their lives when identity is being developed. Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self-harm reported.
- Disablist - Bullying involving young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common. Also includes seemingly 'low level' bullying from which there is no let-up.

Mechanisms for Bullying can be

- Verbal - name-calling, sarcasm, spreading rumours, teasing, graffiti
- Cyber - All areas of internet, such as social networking, email, and chat room misuse. Threats / abuse by text messaging or calls from any mobile device. Misuse of associated technology i.e. camera, video, social media.
- Physical - pushing, kicking, hitting, punching or any use of physical violence

How does bullying differ from banter?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger then intervention is urgently required.



3.0. Policy

This policy applies to all students at Lancaster University School of Mathematics, staff members working for the Rigby Education Trust and staff working at the school. Bullying of any kind is unacceptable. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of school staff. If a student feels that they are being bullied by a member of staff, they should be aware of the procedure they can follow to address the problem. The Trust's strong pastoral and safeguarding ethos plays a key role in creating an inclusive environment in which bullying, and any form of discrimination is not tolerated.

This policy aims to ensure that:

- Bullying is not tolerated in any form, by anyone, on any school, college or university site, including off site trips, visits, and residential accommodation
- the Executive Principal, Head of School, Trustees, pastoral leads, teaching and non-teaching staff know what the procedures are and know when and how to report bullying
- Students and parents are assured that they will be supported when bullying is reported

The Trust and School Leadership Team will:

- work to create a welcoming, safe ethos
- encourage values such as respect and tolerance
- model fair and respectful behaviour and leadership
- challenge all forms of prejudice and injustice and promote equality and diversity
- discourage young people from colluding with bullying
- consult learners about bullying
- make sure learners and parents / guardians of learners know what the Trust's position is on bullying and know how to report any incidents or concerns



4.0. Implementation

4.1. Leadership

Tackling bullying is the responsibility of all members of staff. In addition, the Trust will have a nominated pastoral lead who will provide a focus for anti-bullying work.

This leadership role includes responsibility for:

- Maintaining policies
- Arranging training
- Responding to bullying incidents
- Ensuring that records are kept and that data on bullying incidents is collected and held securely
- Reporting to Trustees as part of the wider safeguarding role
- Linking with the local authority anti-bullying lead and other partners

4.2. How to Respond to Bullying

When bullying does occur, a clear consistent response is essential. The goals of any intervention should always be the same, no matter who is dealing with the incident:

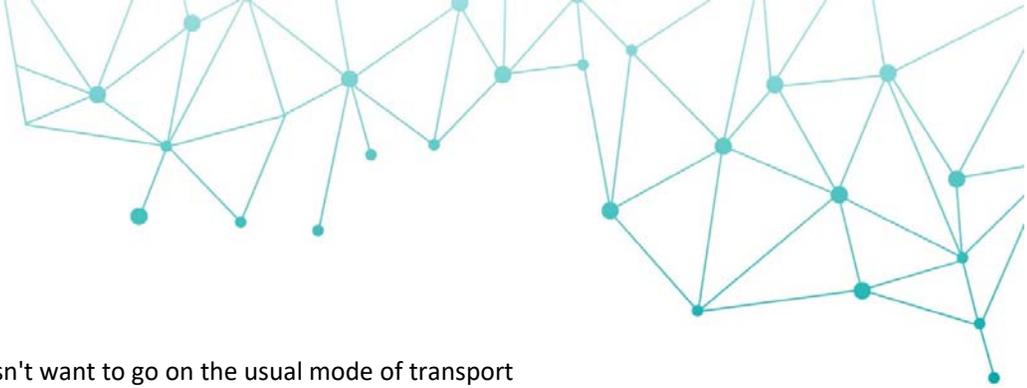
- To make the victim safe
- To stop the bullying and change the bully's behaviour
- To make clear to every learner that bullying is unacceptable
- To learn lessons from the experience that can be applied in future

4.3. Signs and Symptoms of Bullying

A young person may indicate by signs or behaviour that he or she is being bullied.

All staff should be aware of these possible signs and should investigate if a young person:

- is frightened of walking to or from school

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- doesn't want to go on the usual mode of transport
 - changes their usual routine
 - is unwilling to go to home
 - begins to have a poor attendance record
 - becomes withdrawn, anxious, or lacking in confidence
 - attempts or threatens suicide or runs away
 - has difficulty sleeping
 - school work begins to suffer
 - has possessions which are damaged or "go missing"
 - has unexplained cuts or bruises
 - becomes aggressive, disruptive or unreasonable
 - is bullying other students
 - 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

5.0. Procedures

For all incidents of bullying, the alleged victim or the member of staff dealing with the incident or concern should record the incident and report the incident to the pastoral team.

The bullying report will automatically come to the Pastoral Leader and/or the Head of School. They will then decide how the incident should be dealt with. This will normally be via one of the Pastoral Team.



The member of staff who is asked to investigate the bullying incident should arrange to meet with the alleged victim as soon as possible, so as to understand the nature of the concern.

- The starting point for any intervention should be to talk to the student who has been bullied, establish what has happened, and agree a way forward
- Agree an action plan with the student's consent
- Help the victim with resilience, for example by building up their self-confidence, emphasising their strengths and helping them to develop protective friendships.

Where there is evidence or a strong suspicion that bullying has taken place, the member of staff should interview the alleged perpetrators as soon as is possible.

Wherever possible, parents or guardians on both sides e.g. alleged victim and alleged perpetrator, should be informed that an incident has occurred.

In serious cases of bullying the 'Gross Misconduct' procedure may need to be implemented. This will then be handed to the Pastoral Lead or Head of School to action. Parents must be told of the incident and of any proposal to suspend the student or to take other action.

The school will always try to work with the perpetrator(s) to change their behaviour. The protection of the victim is paramount.

If a group of students are behaving in a prejudicial way this will be addressed with the whole group.

The pastoral team and the other staff involved should:

- Monitor the situation, looking for other bullying by the perpetrators
- Follow up, discreetly, with the victim to make certain the bullying has stopped and that they feel safe
- Pass any concerns about a learner to other staff who may be teaching them

6.0. Associated Documentation

- Child Protection and Safeguarding Policy
- Student Behaviour Management Policy



7.0. Monitoring, Review and Evaluation

All bullying report forms that are submitted will be logged by the Pastoral Lead for monitoring and evaluation. The data collected will be included in the annual safeguarding audit. This policy will be reviewed every two years by the Pastoral Lead.

8.0. Additional sources of Advice and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- CEOP (The Child Exploitation Online Protection Centre): Hosts the Young people’s online charter and is responsible for safety on the internet. There is advice for parents and carers and for young people <http://www.ceop.gov.uk>
- Department for Education: Guidance and Advice on bullying and cyber bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Childnet: For information and materials on a range of online safety aspects such as social networking, being a good digital citizen, and cyberbullying <https://www.childnet.com/young-people/secondary/bullying>
- Digizen: guidance for young people, parents and teachers on understanding cyberbullying <https://www.digizen.org/resources/cyberbullying/full-guidance.aspx>
- EACH (Educational Action Challenging Homophobia): Provides training for local authorities, schools, colleges and universities to challenge homophobic bullying: <https://each.education/resources>. EACH also provides a national helpline for young people experiencing homophobic bullying: Tel: 0808 1000 143.
- Mencap: Information and advice on bullying: <https://www.mencap.org.uk/advice-and-support/bullying>
- National Youth Agency <https://nya.org.uk/resources/resource-library/>
- NSPCC: Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit <https://www.nspcc.org.uk/keeping-children-safe/>
- Stonewall: Information on tackling homophobic bullying: www.stonewall.org.uk