

LUTTERWORTH HIGH SCHOOL



ANTI-BULLYING POLICY

Reviewed by	By the Full Governing Board – 09/12/2025
Adopted	By the Governing Board – 09/12/2025
Signed	Chair of Governors: Carmella Hunt
Date	09/12/2025
Signed	Headteacher: Julian Kirby
Date	09/12/2025
Last Updated	November 2025
Review Date	November 2026

Policies linked to:

- [Behaviour Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Equality and Diversity Policy](#)
- [E-Safety and Acceptable Use Policy](#)

Lutterworth High School Anti-Bullying Policy (2025 Update)

“Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.”
(DfE, 2007)

1. Statement of Intent

Lutterworth High School is a community in which young people flourish both academically and socially. We aim to foster a healthy, safe, and inclusive environment where individuals take responsibility for themselves and show respect for others, emphasising the importance of positive relationships amongst all members of the school community.

We are committed to ensuring that students learn in a supportive, caring, and safe environment — without fear of being bullied. Bullying is anti-social behaviour and will not be tolerated in any form.

If bullying occurs, all students must know they can tell someone and that incidents will be dealt with promptly, proportionately, and effectively.

This policy works alongside and should be read in conjunction with:

- [Behaviour Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Equality and Diversity Policy](#)
- [E-Safety and Acceptable Use Policy](#)

Named Leads:

- *Designated Senior Lead for Behaviour and Anti-Bullying: Deputy Headteacher – Mrs Amy Hunter*
- *Designated Safeguarding Lead (DSL): Mrs Georgia Birks*
- *SENDCo: Mrs Katrina Farragher*
- *Link Governor for Safeguarding and Wellbeing: Mrs Carmella Hunt*

2. Definition of Bullying

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is **not** the same as conflict, friendship fallouts, or isolated incidents of poor behaviour. Bullying may also be directed towards or by school staff, whether by students, parents/carers, or other colleagues.

Methods of Bullying

1. Physical: hitting, kicking, pushing, damaging belongings
2. Verbal: insults, threats, name-calling, teasing, intimidation
3. Psychological/Social: exclusion, rumours, manipulation, gaslighting
4. Cyberbullying: any form of bullying using electronic devices (mobile phones, tablets, PCs, smartwatches, gaming consoles, apps, social media, AI tools, or messaging platforms)

Forms of Bullying

We view bullying in line with the Equality Act (2010) and all the protected characteristics of:

Age, gender reassignment, marriage and civil partnership, pregnancy and maternity, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation.

Here are the definitions of the prejudice-related bullying

Bullying based on disability (disablist) – is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

Bullying based on pregnancy or maternity – is where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity. A person could also be targeted based on their association with someone with the protected characteristic of pregnancy or maternity. (N.B. this definition is for use in secondary school policies only)

Bullying based on religion or belief – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used.

Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Definitions for other forms of bullying

Bullying based on appearance or health conditions – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on weight is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

Bullying based on home circumstance – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low-income family or in receipt of free school meals.

3. Reporting and Responding to Bullying

Reporting

Students can report concerns:

- To any trusted adult (form tutor, teacher, or support staff)
- Via their Key Stage Hub
- Through the online safeguarding form on the school website
- By using worry boxes located in each hub

Parents/Carers should report bullying concerns via:

- Email or phone to the relevant Key Stage Hub
- Directly to the Pastoral Team through the school office or admin email address

All members of the school community (students, staff, parents, and visitors) are expected to act as upstanders and report any bullying they witness.

Response Procedure

1. Initial report – The staff member records the concern and passes it to the relevant Key Stage Hub.
2. Investigation – Interviews are conducted, and all findings recorded on MyConcern.
3. Parent communication – Parents/carers of both parties are informed and involved.
4. Support and sanctions –
 - Targets are offered pastoral or counselling support and safe spaces.
 - Perpetrators are given appropriate sanctions (in line with the Behaviour Policy) and restorative opportunities to change behaviour.
5. Follow-up actions –
 - Risk assessments for repeat incidents.
 - Ongoing monitoring by form tutor and hub team.
 - Referral to external agencies where necessary.
6. Police involvement – If an incident could constitute a criminal offence (e.g. assault, hate crime, harassment, sexting), the police and/or children’s social care will be informed.
7. Off-site incidents – Bullying outside of school (including online) will be addressed where it affects the welfare of a student within the school community, as per DfE Preventing and Tackling Bullying (2017, p.6).

4. Recording, Monitoring, and Review

- All reports of bullying are recorded on MyConcern.
- Data will be analysed termly to identify patterns (location, type, frequency) and inform staff training or supervision.
- The Deputy Headteacher will report bullying data and interventions to governors termly.
- The policy will be reviewed every two years, involving input from:
 - Student Council
 - Governors
 - School staff
 - Parents/Carers

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Internal suspension
- Referral to senior staff and/or external agencies
- Governors' disciplinary panel
- External fixed term suspension or permanent exclusion.

5. Prevention and Education

Lutterworth High School uses proactive and evidence-based strategies to prevent bullying:

- Curriculum & PSHE: Regular lessons exploring diversity, empathy, and respect.
- Assemblies & Events: Annual participation in Anti-Bullying Week, E-Safety Day, and themed assemblies.
- Peer-led support: Trained Peer Mentors and Buddy Schemes.
- Break and Lunchtime Support: Designated safe spaces supervised by pastoral staff.
- Staff Training: Annual anti-bullying and safeguarding CPD for all staff, including induction for new members.
- Student Voice: Annual student surveys and council-led anti-bullying campaigns.
- Partnerships: Collaboration with local agencies such as Autism Outreach, ADHD Solutions, and Oakfield South Leicestershire Behaviour Partnership.

6. Policy Evaluation

- Reviewed biennially by the Deputy Headteacher with input from all stakeholders.
- Evaluation will focus on:
 - Resolution of incidents increases
 - Improved student confidence in reporting
- Stakeholder feedback and wellbeing measures