

Forest Lodge
Academy



A L.E.A.D. Academy

Anti-Bullying Policy

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Anti –Bullying Policy 2026-27

Written with reference to Preventing and Tackling Bullying Preventing and tackling bullying (publishing.service.gov.uk)

https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

Named personnel with designated responsibility for

Description	Name	Contact
Designated Safeguarding Lead and Headteacher	Claire Caldwell	Office@forestlodge.leicester.sch.uk
Deputy Safeguarding Lead	Umrana Malik	Office@forestlodge.leicester.sch.uk
Safeguarding Team also includes DSL	Kathleen Peet Claire Shearer Maria Pancholi	Office@forestlodge.leicester.sch.uk Office@forestlodge.leicester.sch.uk Office@forestlodge.leicester.sch.uk

Policy review dates

Review Dates	Changes Made	By Whom	Date Shared
Adopted		C.Barnicoat	March 2022
Reviewed	Personnel	C.Barnicoat	March 2024
Reviewed	RSHE to PSHE	C.Barnicoat	March 2026

1. Aims and expectations

- a) Our aim at Forest Lodge Academy is to have high standards of teaching and learning which challenge our pupils to achieve to their full potential. Our Anti – bullying policy supports this by helping to promote an environment where everyone feels happy, safe and secure and can work together in an effective and considerate way.
- b) We aim to treat all children fairly and apply this policy in a consistent way.
- c) We aim to lead by example thereby helping pupils towards an understanding of what is right and wrong.
- d) Positive learning and behaviour partnerships are encouraged between school, home and the community.

2. Definition of bullying

2.1 Forest Lodge Academy adopts the following definition of bullying:

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non physical, either in combination, or in isolation.

2.2 Bullying can be:

- | | |
|------------|---|
| Emotional | - e.g. being unfriendly, excluding, tormenting (e.g. damaging or hiding possessions, threatening gestures), being bossed, hurting people’s feelings, being nasty, unfriendly, mean, blackmailing, ostracising other children. |
| Physical | - e.g. intimidation, pushing, kicking, hitting, punching or any use of violence, pushing people around. |
| Racist | - e.g. racist taunts, graffiti, gestures. |
| Sexual | -e.g. unwanted physical contact, or sexually abusive comments. |
| Homophobic | -e.g. associated with, or focused on the issue of sexuality. |
| Verbal | -e.g. name calling, sarcasm, spreading rumours, teasing, being cheeky. Email, social networking, visual images, contact via the internet or text bullying. Bullying through a 3 rd party. |

Forest Lodge Academy is aware that the bully may be an adult and will follow the local child protection procedures where this is the case.

3. Involvement of parents, governors and pupils in anti-bullying

3.1 Parents

In order for our pupils to enjoy and be safe at our school we expect that parents and carers will:

- Support us in helping us to meet our aims.
- Feel confident that everything is being done to make sure that their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be able to contact the Head Teacher, or the behaviour mentor, or their child's class teacher if they have any concerns about bullying.

3.2 Governors

We expect that the governors will:

- Support the Head teacher and the staff in the implementation of the policy.
- Be fully informed on matters concerning the anti-bullying policy.
- Regularly monitor incident reports and actions taken and be aware of the effectiveness of the policy.

3.3 Pupils

We expect pupils will:

- Be involved in contributing to approaches to reduce bullying e.g. via the school council, peace agents and in PSHE sessions.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

4. Reacting to a bullying incident

4.1 Parents of both the bully and bullied will be informed of the incident of bullying by either the child's class teacher, or if the incident is more severe by the Behaviour Mentor, or the Head Teacher.

4.2 Parents will be able to contact the Head Teacher, the Behaviour Mentor and their class teacher about any concerns they may have about bullying.

4.3 All incidents clearly identified as bullying must be reported to a Head Teacher, Deputy Head, or Behaviour Mentor.

4.4 All incidents, both in and out of class will be recorded on file by the Behaviour Mentor. If the incident is in the classroom it will also be recorded in the class behaviour log.

4.5 Records of discussions with parents of both the bully and bullied will have minutes taken and filed by the Behaviour Mentor.

5. Strategies to prevent bullying

5.1 As a school we will take the following steps to help prevent bullying;

- School's behaviour policy consistently adopted and implemented by all members of staff.
- Involving children in the creation of the schools 'Positive Peaceful Places Promise'.
- Nominating peace agents in each year group to help develop anti-bullying work and promote positivity and peace within our school.
- Listen to what all parties involved are telling us.
- Be watchful, observe the social relationships between the children when in and around school.
- Encourage pupils to report any problems they have, or have seen to peace agents, an adult or friend.
- Effective supervision of all key areas of school and make sure that all staff including lunch time supervisor are aware of the schools anti-bullying policy and support system.
- Provide high quality playground activities to deflect bullying behaviour.
- Ongoing awareness of what constitutes bullying through the 'STOP' (Several Times on Purpose) campaign in school and encouraging children to 'STOP' (Start Telling Other People) through PSHE work, assemblies and anti-bullying week.

6. Procedures to follow when bullying takes place.

6.1 Whenever a bullying incident is discovered the school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

The school will support all involved by:

- Enabling them to feel secure enough to report incidents to peace agents, members of staff and also the behaviour mentor. (Where peace agents are informed of behaviour the behaviour mentor will work alongside them).
- Talking through the incident with the bully and the person bullied.
- Behaviour mentor talking to pupil bystanders separately and then bringing them into a group when appropriate.
- Talking about which school rules have been broken.
- Behaviour mentor discussing strategies for making amends.

6.2 Follow up action.

- Time away from an activity in the classroom.
- Time out from the classroom.
- Missing break, or another activity.
- Contact with parents/guardians regarding the incident.

- Formal letter from the Head teacher expressing concerns, where the pattern of behaviour continues.
- Meeting with staff, parents and child.

Persistent and serious bullying

The above procedures should be followed first. If these continue to be unsuccessful:

- Behaviour modification strategies linked with SEN procedures should be used in the instance of bullying amongst children.
- Head teacher, behaviour mentor and parents/appropriate authorities involved.
- Potential seclusion.

Support of the victim

Victims of bullying need their self esteem raised by activities which are designed to improve their social skills. Assertiveness techniques should be taught to individuals by the behaviour mentor and within the whole class. These would be through:

- Role play
- Circle time discussion
- PSHE curriculum and related links.

Peer support is also of key importance and as well as being given through the above will be provided by 'Playground Mentors' who will be on hand to provide support under the management of lunch time supervisors.

7. Monitoring, evaluation and review.

7.1 The record of bullying incidents will be monitored by the Behaviour Mentor and Head Teacher.

7.2 Through termly staff meetings staff will evaluate information from the above.

7.3 Staff will use the above information to inform their Circle time and PSHE planning.

7.4 The policy is reviewed every two years. It may be reviewed earlier than this if necessary.