The Lowry Academy
The best in everyone™
Part of United Learning

Anti Bullying & Antagonism Policy April 2026

Aspiration | Resilience | Respect | Confidence | Creativity

Anti Bullying & Antagonism Policy			
Approved / Accepted by	The Lowry Academy (UL Academy School) The Local Governing Board		
Author	Vice Principal – Nicola Griffith		
Policy Originator	Senior Vice Principal		
Originated/ Adopted	**Accepted by**	**Review Period**	
September 2021	LGB	1 Year	
Date to LGB	**Reason**	**Outcome**	**Next review date**
18.05.22	Revised Policy	Accepted	May 2023
18.10.23	Revised Policy	Accepted	September 2024
13.12.23	Revised Policy	Accepted	September 2024
10.07.24	Annual Review – no changes	Accepted & ratified	September 2025
July 2026	Annual Review – no changes	Accepted & ratified	July 2027

Scope

At The Lowry Academy we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted. We promote a safe learning environment where everyone feels able to enjoy and achieve and where success is recognised and rewarded. This policy sets out the expectations of behaviour at The Lowry Academy and its approach in ensuring that all students are safe from bullying behaviour and able to thrive in a positive learning environment in keeping with its core aims and values.

Philosophy

At our school the safety, welfare and well-being of all students and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge 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 21st Century Britain. These values reflect those that will be expected of our students by society, when they enter Further Education and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

The Lowry Academy believes that its students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. The policy is based on the school's basic principles of 'believe, aspire, achieve and respect' in its aim to prevent bullying incidents and act appropriately and fairly towards both the victim and the aggressor should incidents occur.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. The Lowry Academy aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

Everyone has a responsibility for safeguarding and promoting the wellbeing of all students and all staff have a duty of care, to ensure our students are protected from harm.

Definition

For the purpose of this policy, bullying is defined as:
'Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, which involves a real or perceived power imbalance'.

Bullying is unacceptable and will not be permitted. 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.
School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT students, midterm arrivals, students who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these students with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Factors that can make people vulnerable

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (cared for children);
- are young carers;
- have experienced physical or emotional trauma;
- have suffered bereavement;
- have suffered domestic violence;
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups';
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender;
- have specific special educational needs (especially on the autistic spectrum);
- have a disability or impairment;
- are from minority ethnic backgrounds;
- are refugees or asylum seekers;
- speak a first language other than English;
- have experienced poverty or deprivation;
- have started a school or activity group mid term; or have a parent that was a victim of bullying.

Methods of bullying

There are a number of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods;
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats, reference to upsetting events e.g. bereavement, divorce, being in care;
- Non-verbal – staring, body language, gestures;

- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging, phones, notes, inappropriate gestures;
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions and nasty inbox messages; or Parental incitement.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Child on Child Abuse
When children and young people harm others this is referred to as Child on Child abuse. Child on Child abuse can take various forms, including:

- serious bullying (including cyber-bullying);
- relationship abuse;
- domestic violence;
- child sexual exploitation;
- youth and serious youth violence;
- harmful sexual behaviour; and/or gender based violence.

There is no clear boundary between incidents that should be regarded as child on child abuse and incidents that would be considered as bullying, sexual experimentation, etc.
Assessments must be made on a case by case basis. (Firmin, C. 2017. Abuse Between Young People).

Types of Bullying
No form of bullying will be accepted, and all incidents will be taken seriously.

Bullying can be based on any of the following:
- 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; or Related to another vulnerable group of people .

Derogatory language
Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on Arbor/CPOMS and follow up actions and consequences, if appropriate, will be taken in respect of students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Staff are encouraged to report the use of derogatory language through their own school systems.

Prejudice-based incidents

A prejudice-based incident is often 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 Principal regularly reporting incidents to the Local Governing Board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention.

Possible indicators of bullying

We recognise that the following behaviours may suggest someone is being bullied or is bullying (the list is not exhaustive):

- disturbed sleep;
- bed-wetting;
- head and stomach aches;
- problems with concentration;
- changes in behaviour and attitude;
- truanting;
- school avoidance
- bullying other children;
- Friendship changes
- damaged or missing clothes / money / property;
- asking for more money than usual or stealing money;
- withdrawn or changes in their usual behaviour patterns or attitude;
- distressed or emotional and finds it hard to articulate their feelings;
- changes in their eating patterns;
- changes in their online activity;
- shows evidence of self-harming or even for extreme cases potential suicide;
- is unusually tired without a reasonable explanation;
- has unexplained bruises or marks on their body, (some may refuse to change for PE);
- repeatedly comes to school without dinner money or a packed lunch; or
- seems afraid to be alone and requires more adult interaction.
- Minimises others behaviours

School initiatives to prevent and tackle antagonism and bullying

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

- The school values are embedded across the curriculum to ensure that it is as inclusive as possible
- The PSHE programme of study includes opportunities for students to understand about different types of antagonism and bullying, and what they can do to respond and prevent such behaviours
- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships. Half termly meetings with the schools designated safeguarding lead on any current contextual issues are written into the scheme of work to ensure we are responsive
- Stereotypes are challenged by staff and students across the school
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as our through our ‘Child CPOMs’/student survey/student voice opportunities and whole school feedback

- Diversity is 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, Mental Health Awareness Week
- School assemblies help raise students' awareness of antagonism, bullying and derogatory language
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident

Reporting – roles and responsibilities

Senior Leaders
The Principal and Senior Leaders have overall responsibility for ensuring that the Anti Bullying & Antagonism 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.

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 measures to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform relevant staff in line with school guidance.

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents.

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 and should encourage their child not to retaliate but to support and encourage them to report the antagonism or bullying when it occurs.

When parents have concerns, we would encourage them to contact the Head of Year at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning the school office 0161 529 5200 or by emailing their child's Head of Year.

Students should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult or ask them to report their worries via the 'Child CPOMs- SHOUT OUT).

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on CPOMS.
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing and evaluating the results .
- Designated school staff will produce termly reports summarising the information, which the Principal will report to the School Improvement Board.
- Staff will offer support to all involved in a antagonism or bullying incident. Individual meetings will be held with harmer and the harmed to devise a plan of action that ensures all feel listened

to and supported and feel safe and reassured that with support there can be a resolution. Action plans will be developed (please see Appendix A).

- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents. Please note that participation in any restorative repair meeting should be voluntary and only occur if the harmed feel safe to do so.
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school or online.
- A bullying stage letter will be sent to the parents, detailing the incident and sanction (Appendix B)

The Lowry Academy take a stepped approach to sanctioning bullying when it is proven.

- Stage 1 - 1st incident of bullying – 24 hours in the reflection room.
- Stage 2 - 2nd incident of bullying – Off site respite (length dependent on incident).
- Stage 3 - 3rd incident of bullying – Fixed term suspension (length dependent on incident).
- Stage 4 - 4th incident of bullying – Off-Site Direction, with consideration of Permanent Exclusion from the academy.

Staff at the academy understand that each incident of bullying is specific and unique. The severity of sanction (i.e. length of respite or suspension) will depend on the circumstances of the bullying incident. Should an incident of bullying be significant enough, the Academy's Senior Head of Year or Vice Principal – Pastoral might also decide that a higher stage of sanction is warranted.

Safeguarding procedures must be followed when child protection concerns arise.

Training and Awareness

The Principal is responsible for ensuring that all school staff, both teaching and non-teaching (including caretakers, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the Antagonism and Anti-Bullying & Antagonism Policy, including proactive healthy relationship work.

Recording of Incidents

We maintain a system of data collection and analysis in relation to any reported incidents of antagonism and bullying in school. Termly feedback is made available for governors via the Principal's report.

All staff will use the agreed reporting format to alert the Principal and the Vice Principal of any bullying related incidents.

Monitoring and Evaluation

The Senior Vice Principal is responsible for reporting to the Local Governing Board on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with students.

Links to other school policies:

This antagonism and anti-bullying policy links to a range of policies/strategies, including:

- Equalities and Diversity policy
- Equality Act 2010
- Behaviour policy
- The Relationships and Sex Education policy
- Peer on Peer Abuse
- Safeguarding policy
- Responsible Use policy
- School Development plan

Appendix

A Antagonism/ Bullying Incident Process

Incident occurs

↓

Head of Year looks into incident and takes statements

↓

Harmed student offered support

↓

Call meeting with parents/carers of harmed and harmer

↓

Harmer placed into reflection (or appropriate) to complete work on why/change of behaviour

↓

Head of Year refer harmer to Youth Services for Group Work or 1:1 if necessary

↓

Head of Year monitors harmer's behaviour

↓

Welfare checks on harmed to ensure no further incidents have occurred:
1 week
2 week
4 week
3 months

↓

Follow up questionnaire completed by harmed student on "Did they feel heard?"

↓

3 month review -
Case closed and parents of both parties informed if no other incidents.

Appendix B

Stage 1 Bullying behaviour letter

Date

Address

Dear Parent(s)

Bullying Incident stage 1- Student Name and Tutor Group

I regret to inform you that name was involved in a bullying incident / a conflict with another student at the academy on date, which had to be followed up by a member of Staff on Duty / Head of Year.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of ***name*** involvement in this incident, ***name*** has taken part in a mediation meeting with their Head of Year / Senior Head of Year / will sit 24 hours in the reflection room on ***(date)*** Following this, your child will have a meeting with their Head of Year / Whole School Behaviour Lead to discuss this incident and make changes for the future.

I am sure you will want to talk to name about this incident and support the academy in our efforts to encourage name to follow the rules and to behave in a way that shows respect, courtesy and understanding to others.

Yours faithfully ***Name***

Copies to: Tutor / Head of Year / Vice Principal - Pastoral

Stage 2 Bullying behaviour letter

Date

Address

Dear Parent(s)

Bullying Incident stage 2- Student Name and Tutor Group

I regret to inform you that name was involved in a bullying incident / a conflict with another student at the academy on date, which had to be followed up by a member of Staff on Duty / Head of Year.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of ***name*** involvement in this incident, ***name*** has taken part in a mediation meeting with their Head of Year / Senior Head of Year / will be placed on respite at ***name*** on ***(date)*** for ***number of days*.** Following this, your child will have a meeting with their Head of Year / Whole School Behaviour Lead to discuss this incident and make changes for the future.

This is not the first time that ***name*** has been involved in a bullying incident and I am concerned that there has been a repeat of behaviour that makes other students feel unsafe and unhappy in academy. If name continues to behave in this way, I may have to recommend suspension from the academy.

I am sure you will want to talk to name about this incident and support the academy in our efforts to encourage name to follow the rules and to behave in a way that shows respect, courtesy and understanding to others.

Yours faithfully ***Name***

Copies to: Tutor / Head of Year / Vice Principal – Pastoral

Stage 3 Bullying behaviour letter

Date

Address

Dear Parent(s)

Bullying Incident stage 3 - Student Name and Tutor Group

I regret to inform you that name was involved in a bullying incident / a conflict with another student at the academy on date, which had to be followed up by a member of Staff on Duty / Head of Year.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of ***name*** involvement in this incident, ***name*** has taken part in a mediation meeting with their Head of Year / Whole School behaviour Lead / will be suspended from the academy for ***number of days.*** Following this, your child will have a meeting with their Head of Year / Senior Head of Year to discuss this incident and make changes for the future.

This is not the first time that ***name*** has been involved in a bullying incident and I am concerned that there has been a repeat of behaviour that makes other students feel unsafe and unhappy in academy. If name continues to behave in this way, I may have to recommend suspension from the academy.

Given the repeat nature of ***name*** behaviour, ***name*** is at serious risk of being removed from the academy. It is necessary, therefore, for us to meet with you and ***name*** to discuss the next steps that we must take to support ***name*** in avoiding this action. Please attend the academy at ***date and time*** to meet with the Senior Head of Year and Vice Principal.

Yours faithfully ***Name***

Copies to: Tutor / Head of Year / Vice Principal - Pastoral