## ANTI-BULLYING POLICY

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<td>January 2019</td>
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<td>Policy Approved By</td>
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<td>Chair of Governors Approval</td>
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<td>January 2021</td>
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LANGLEY PARK PRIMARY SCHOOL
ANTI-BULLYING POLICY

Context
The legal and local framework for this policy is:

- The Education and Inspections Act 2006
- The Education Independent School Standard Regulations 2014
- The Equality Act 2010
- The Children Act 1989

The DfE ‘Preventing and Tackling Bullying’ document July 2017 states that ‘every school must have measures in place to prevent all forms of bullying’.

Aims and Values
The staff and governors of Langley Park Primary School believe that bullying of any form should not be tolerated.

We want to create an ethos in which attending our school is a positive experience for all members of our community with an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This will be achieved through discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We want the children and adults in our school to feel safe and know what to do if they feel they are being bullied or suspect that someone they know is being bullied. They are encouraged to report incidents of bullying, including cyberbullying and should feel able to discuss the cause of their bullying without fear or further bullying or discrimination.

We will involve pupils and ensure that they understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
We will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

We will deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community. We will support and protect victims of bullying and ensure they are listened to and help to support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change. We will liaise with parents and other appropriate members of our community and ensure all members of our community feel responsible for helping to reduce bullying.

We will use specific organisations or resources for help with particular problems drawing on the experience and expertise of anti-bullying organisations.

**What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

**One off incidents of physically hurting someone, name calling or deliberately ignoring someone is not bullying**, but it is unacceptable behaviour. The perpetrator should be made aware of this and dealt with in accordance with the school Behaviour and Discipline Policy.

**Definitions of bullying**

**Physical**

Bullying can be the physical act of hurting someone through pushing, kicking, hitting or pinching or other unwanted physical contact.

**Verbal**

It might be done through verbal insults; making fun of a person’s appearance or work they have done, taunting, gestures, name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule and belittling them in front of others.

**Emotional**

Bullying can be the act of ignoring someone, leaving someone out of discussions, games etc. so that they feel unwanted or that nobody likes them.

Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming or the internet which can include the use of images and videos), and is often motivated by prejudice against particular 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. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.
Bullying involves an imbalance of power between the perpetrator and the victim and often involves those children who might need greater support to deal with the impact of bullying or who lack the social communication skills to report such incidents. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

**Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, school staff should report their concerns to Bromley children’s social care.

**Criminal law**

Bullying in itself is not a specific criminal offence in the UK, although some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. The school will work with the wider community including the police and children’s services to agree a clearly understood approach to cases where bullying is particularly serious or persistent or where a criminal offence may have been committed.

**Cyberbullying**

Technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. We will raise the pupils’ awareness of what online bullying can look like and what they should do if they are victims of cyberbullying. We will also ensure that pupils feel that they can report bullying which may have occurred on line. We will regularly evaluate and update our approach to take account of developments in technology.

The wider search powers included in the Education Act 2011 give teachers formally authorised by the head teacher stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. There is no requirement to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give
the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

**Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Where bullying outside school is reported to school staff, it should be investigated and acted on. We will ensure that pupils feel they can report bullying which may have occurred outside the school and reassure them that they will be listened to. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

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**Signs and symptoms of bullying**

Look out for changes in behaviour:

- Becoming unusually quiet
- Not wanting to do certain lessons
- Avoiding the playground
- Sudden outbursts of anger
- Giving things to a certain child to gain their favour
- The child who is always on their own at playtimes could be a victim of bullying
- The group that suddenly disperses when an adult appears might be the bullies
- Look out for the child who whispers things secretly to another or spoils their work, yet when questioned, everything is denied
- The child who bullies is often a victim of bullying themselves; may be from home or maybe from school

**Procedure for the Reporting of bullying**

**Parents and Carers**

- Parents and carers should approach the class teacher in the first instance if they have concerns. This could be in person, by phone, email or via the contact book.
- The Class teacher will carry out a full investigation following the guidelines of this policy with written notes kept in the school. If parents or carers wish to take the matter further, they should make an appointment to speak to with the Head Teacher or the Deputy Head Teacher.
• If after this, a parent or carer feels that the matter is still unresolved, they need to make their views known in writing to the Chair of the Governing Board of the school.

Pupils

• Anyone who feels they are being bullied or knows of a child who is being bullied should tell any adult in the school as soon as possible.
• A full investigation will be carried out following the guidelines of this policy with written notes kept in the school.
• If after this, they feel the matter is still unresolved, they should talk to the Deputy Head Teacher or Head Teacher.

All reported incidents from parents, pupils or staff will be recorded to detail what happened and who was involved, a full investigation will be carried out following the guidelines of this policy.

Guidelines for dealing with reported incidents of bullying

The school has a responsibility to support the children who are bullied and make appropriate provision for a child’s needs. The victim will be supported in building confidence. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from the teacher, time with the ‘listening ear’ at lunchtime, time with a chosen adult, formal counselling, engaging with parents and possible referrals to outside agencies.

Children reporting bullying will be listened to as bullying can affect their social, mental and emotional health. The school will ensure they make provision for a child’s short term needs, setting out the actions they are taking to minimise negative impact on the child. The school will also consider the possibility of long-lasting difficulties and will support the child’s mental health and wellbeing. Pupils who are subject to severe in-school bullying are more likely to be bullied out of school, either on their way to and from school or through cyberbullying.

We will respond sensitively where an absence arises as a result of bullying. The school will put measures in place that tackle the bullying so that bullied children feel safe in school and out of school including online.

Disciplinary sanctions will be implemented to reflect the seriousness of the incident so that others see that bullying is unacceptable.

Children suspected of bullying will be dealt with as follows:

1. The alleged bully/bullies will be approached by an adult and given the chance to explain their actions. This should not put the alleged victims in danger of retribution. The incident and outcome of the discussion will be noted and a copy kept in the school.
2. If bullying is substantiated, then consequences of the incident will be explored i.e. how the victim feels and reasons for a child wanting to bully. Children who are proven to have bullied will have sanctions imposed in accordance with the School’s Behaviour Policy.
3. The disciplinary measures to pupils who bully will show clearly that their behaviour is wrong.
4. Disciplinary measure will be applied fairly, consistently and reasonably taking account of any special educational needs of vulnerable pupils.
5. Ways to change behaviour will be discussed with supporting strategies and targets put in place.
6. The bully will be helped to make amends to the victim.
7. Parents of the bully will be informed and a record of the incident kept on the child’s file and on the electronic bullying incidents log. Any racially motivated bullying will be recorded on the racial incidents log.
8. The motivations behind the bullying behaviour will be considered in case it reveals any concerns for the safety of the perpetrator, providing support for the bully if appropriate.
9. Behaviour of the bully will be monitored and if there is improvement, it will be recognised.

Ways to prevent bullying

The Role of the Head Teacher

The Head Teacher will ensure that all children understand what bullying is, know that it is wrong, and that it is unacceptable behaviour in our school. This will help to create an inclusive environment and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. This will be done through school and class assemblies and through the PSHE curriculum.

The Head Teacher will ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. Also that they are aware of current guidance and understand the principles and purpose of the school’s policy including its legal responsibilities regarding bullying, how to resolve problems and where to seek support.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

As teachers, there are positive steps that we can take to combat bullying:-

1. Involve all non-teaching staff in the discussion and implementation of the anti-bullying policy.
2. Raise awareness of bullying and its consequences through the curriculum and assemblies.
3. Provide opportunities for pupils to discuss bullying in role play situations.
4. Raise esteem of bullies through activities which are designed to improve their social skills.
5. Advise parents on how they are able to help their children.
7. Tackle everyday racist and sexist language.
8. Places where bullying might occur will be regularly monitored.

Support for staff who are bullied

The school makes it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Sanctions will be imposed if staff are the victims of bullying and will be supported emotionally. Staff will be given guidance on how to protect themselves from cyberbullying and how to tackle it if it happens.
Monitoring and Review
This policy is monitored regularly by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The Anti-Bullying Policy is the governors’ responsibility, and they review the policy biennially. The designated Governor will look at the effectiveness of the policy by examining the behaviour records, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors recognise it is not appropriate for parent governors to have access to those records. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with additional needs.