



ANTI-BULLYING POLICY

Langley Preparatory School at Taverham Hall is committed to providing its pupils with a caring and homely environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

1.1 Aims

- To ensure a safe environment for all students at Langley Preparatory School at Taverham Hall
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the School

Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and to take action when it occurs by preventing or responding appropriately to it.

1.2 Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff and governor training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PSHEE programme
- To confirm frequently, through the action of the school pastoral teams, that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014, The Prevent Duty June 2015 and Keeping Children Safe in Education 2018.

1.3 Definitions

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Bullying can take place solely on the internet. 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.

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014.

All members of the school staff should be alert to the possibility of signs of bullying. In some cases bullying is unwitting and not consciously done, in others it is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying is a serious matter; bullying may cause physical or psychological damage (and in some cases suicide) and could in some cases lead to contravention of law.

At Langley Preparatory School at Taverham Hall, bullying is seen as a form of Peer on Peer abuse. All pupils should be responsible for bringing bullying to the attention of any adult member of staff. It is also true that teachers may (unwittingly) be bullies. As such, staff may be subject to bullying from pupils or staff and are responsible for bringing this to the attention of their line manager.

We may define bullying as the following occurring over a period of time:

- Physical – hitting, pushing or any act that invades personal space
- Verbal - Name calling, teasing and taunting. Racial and sexual harassment
- Social – Exclusion by groups or individuals. Discrimination on grounds of religion, culture, race, gender, disability or sexuality
- Cyber – Intimidation and abuse via electronic means (text, e-mail, social networking sites) – please see separate Anti Cyber Bullying Policy for further information

The school regularly promotes pupils understanding of the definition of bullying:



1.4 Anti-Bullying Strategy

Langley Preparatory School at Taverham Hall is committed to working with all students and staff to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with quickly and sensitively.

There are a number of ways in which pupils are supported. Pupils may speak with form tutors, teachers, teaching assistants, medical staff, peer mentors, our independent listener and national charities with regard to their concerns.

Langley Preparatory School at Taverham Hall delivers the message that bullying is not a normal part of life and should not be allowed to flourish; through tutorials, assemblies, Anti Bullying weeks and PSHEE sessions. All pupils are encouraged to speak with members of staff immediately if they feel bullying is occurring, either as a victim, witness or the person responsible. All new pupils are welcomed into their form and supported closely by their tutor.

In Year 8 Peer Mentors are appointed. This supports aims to allow all pupils' access to members of the community who can help and support in a case of bullying. The School Council is an avenue for pupils to make their feelings known on bullying within the School and also the School's approach to bullying. Meetings are regular and minutes kept and published.

All pupils have opportunities to speak with key members of staff about their concerns. Their Tutor will be the first point of contact, but Mental Health First Aiders, staff in the Time4you room and the pastoral team are also on hand to help.

Pupils may contact BOB@taverhamhall.co.uk when they are concerned about a bullying issue.

The Deputy Head (Pastoral) holds a bullying log to monitor instances of bullying and patterns of bullying.

Parents are encouraged to talk to their children about bullying in articles published in our Newsletters, Wellbeing Matters newsletter and through events such as our Online Safety events, where we discuss Cyberbullying.

The bullying log is informed by events noted on the Duty Log and the Pre-Prep Bullying Log

Anti-bullying is addressed in whole school inset sessions, and as part of the school's induction process for staff.

Staff meetings are a forum for staff to alert others to the possibilities of bullying and allegations.

When there is a significant update of the Anti-Bullying policy, all staff receive a copy of the new policy.

1.5 Action Against Bullying in Langley Prep School at Taverham Hall

Allegations of bullying

If allegations of bullying are made, staff must follow the process below, to address the issue:

Allegation made by pupil, parent or staff member

Establish the level of anxiety of the victim. If the level is low, seek to sort out the issue through verbal communication, bringing the pupils together to sort out differences.

If anxiety is high or the accusation involves physical or sexual assault, then written statements must be taken. Allegations made by parents or staff members should be made in writing

The Tutor or Head of Year or member of the pastoral team will take statements from individuals involved in the allegations. This includes witnesses, victims and perpetrators.

The Tutor or HOY will take the written statements to the Deputy Head Pastoral, who will review the investigation and will decide on appropriate consequences, in line with the school behaviour policy

The parents of the victim/s and perpetrator/s will be informed through a meeting to discuss the impact of the incident

Any false allegations of bullying will be dealt with seriously in line with the school behaviour policy

Support process

Tutors and pastoral team staff will be on hand to support and listen to the allegations

Staff are trained to take factual statements from pupils and will offer support to those who are struggling to articulate their responses. This may be done through play therapy and modelling incidents through play

Staff may choose to use a range of methods to address the bullying * see Appendix 1

Victims of bullying will be offered restorative meetings, talk therapy and may be sign posted to private counselling outside of school, if necessary.

Perpetrators and victims will be offered supportive social sessions, to enable them to make the right choices in future. This may be sessions relating to anger management, assertive behaviour sessions and confidence building workshops, amongst others.

Restorative meetings with the students may be initiated after a period of time, if all parties are in agreement.

In each case of bullying:

- All staff are to make accurate records of interviews and also record the process followed in each case. Records should be made using the Pupil Incident Form and Unkindness log, on the Duty Log. In cases where potential risk of harm or risk of harm has been identified, information should be recorded on a safeguarding form.
- In line with Keeping Children Safe in Education 2019 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm'; the investigation should be halted, with only a verbatim record of the child's words. The incident should be immediately raised with the Designated Person for Child Protection and action taken.
- Staff should be aware that some types of harassing and threatening behaviour, or communications, could be a criminal offence; if staff feel that an offence has been committed they should seek assistance from the Deputy Head (Pastoral) and consideration given to the involvement of Police and/or Children's Social Care.

1.6 Bullying by Members of Staff or Volunteers

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Forms of bullying may include:

- Teasing a pupil about physical features or characteristics
- Inappropriate displays of bad temper
- Ridiculing the work of a pupil in front of others
- Showing inconsistencies in the way sanctions or rewards are applied
- Physically intimidating pupils
- Insulting or swearing at other members of staff or pupils
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive, or are unnecessarily personal

Staff must remember that an important part of being a professional person is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff who feels they are being bullied should initially raise the matter with their line manager or the Deputy Head Pastoral. If the problem persists they should seek help through the School's Grievance Procedure via the HR Department. Adult on child bullying may lead to a safeguarding issue, in which case, the safeguarding policy will be followed. If a child is suspected of being at risk of harm or is being harmed, the police or social services must be contacted immediately.

Although the School takes all accusations of bullying seriously, disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

Appendix 1

Staff may use one of the following methods to address bullying:

- 1. Traditional method: use of direct sanctions as a consequence administered to students who have bullied someone and also as a general deterrent.*
- 2. Strengthening the target: helping the victim to deal more effectively with the person or persons who seek to bully them*
- 3. Mediation: pupils are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.*
- 4. Support Group: pupils who have offended against another attend a meeting together with the victim, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person or persons offended.*
- 5. Restorative practice/ method of shared concern; The practitioner shares a concern for the bullied pupil and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the suspected bullies meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the victim to finally resolve the problem.*