



ANTI-BULLYING POLICY

This policy is for Langley Prep School (including Pre-Prep and EYFS).

Langley Prep School 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, including cyberbullying in and out of school, is deemed unacceptable and will always be taken seriously and acted upon.

1. Aims

- To ensure a safe environment for all students at Langley Prep School
- 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.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2014) Cyberbullying: Advice for headteachers and school staff DfE
- DfE (2021) 'Keeping children safe in education (2022)'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- PDE and RSHE policy

3. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group, that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and

disability, or because a child is adopted or is a carer – it may occur directly or through cybertechnology (social websites, mobile phones, text messages, photographs and email).

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Pupils from BAME backgrounds.
- Pupils from socioeconomically disadvantaged backgrounds.

4. Types of bullying

Many kinds of behaviour can be considered bullying, and the School recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage).

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

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Homophobic/biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

5. Anti-Bullying Strategy

Langley Prep School 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 Prep School 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 PDE 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@langleschool.co.uk when they are concerned about a bullying issue.

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The Deputy Head (Pastoral) holds a bullying log in the Prep School and the Head of Pre-Prep and Nursery holds a bullying log in Pre-Prep and Nursery. This is 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.

6. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

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- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

7. Preventing child-on-child abuse

Langley Prep School has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PDE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PDE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem

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- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled - this includes the process for reporting concerns about friends or peers.

8. Cyberbullying

Langley Prep School has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils’ personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone. In these cases, the school’s Searching, Screening and Confiscation Policy will be followed at all times

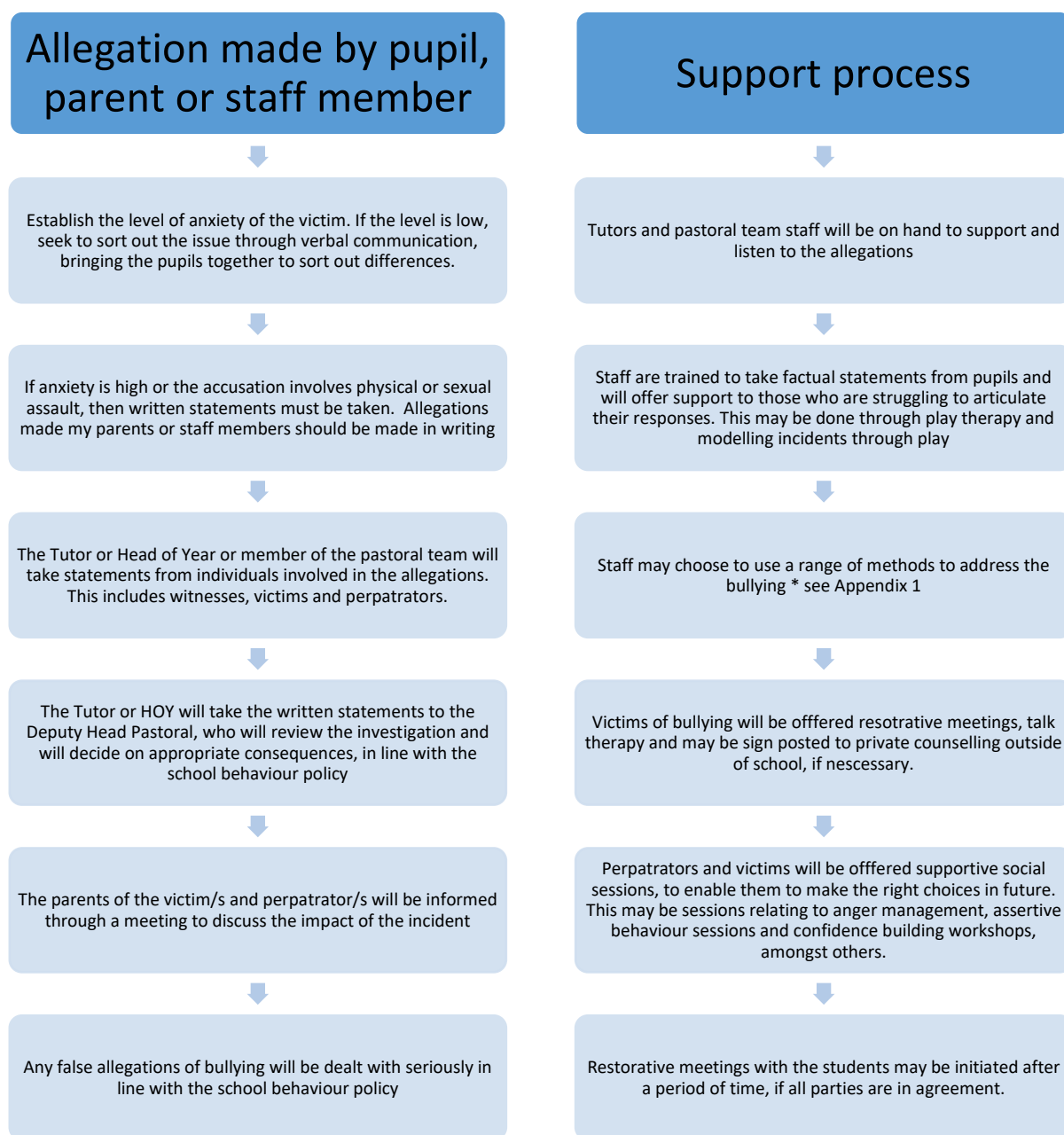
9. Action Against Bullying in Langley Prep School - Allegations of bullying

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

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10. 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 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.
- The bullying log is reviewed half termly by the Deputy Head (Pastoral) and Heads of Years to look for any patterns. These are also discussed with the Safeguarding Team.
- In line with Keeping Children Safe in Education 2022 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer,

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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.

11. 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 Head of Prep, Head of Pre-Prep 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.

12. Support

For a month after the initial complaint of bullying, the form tutor will hold an informal discussion with the victim, on a weekly basis, to check whether the bullying has stopped.

The head of year holds a formal meeting, on a month basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

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13. Appropriate sanctions and action

All sanctions are available within the Behaviour Policy and will reflect the seriousness of the incident, be suitable for the age of the child and convey a deterrent effect.

For repeated incidents of bullying or for a single serious case:

- Stage 7 (Suspension) may be considered by the Head of Prep.
- Stage 8 (Expulsion) may be considered by the Head of Prep School in liaison with the Headmaster.
- In very serious cases, it may be necessary to make a referral to the Police or to Social Services (LADO). Refer to the Safeguarding Policy for all further contact details and guidance.
- The school will always look towards supporting the alleged bully toward rehabilitation into the community once the sanction is complete. Due acceptance and remorse by the alleged bully is the ideal resolution. Both child and parents to have access to Deputy Head (Pastoral)/Head of Pre-Prep for support.
- Ensure that the pupils involved are carefully monitored and that the situation has been satisfactorily resolved.
- Following from the incident, contact should be made with the victim's parents in order to record satisfactory closure of the incident. This should occur within, for example, 4-6 weeks as appropriate.

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.*

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