



ANTI-BULLYING POLICY

WHY IS AN ANTI-BULLYING POLICY NECESSARY?

The School believes that its students have the right to learn in a supportive, caring and safe environment, without the fear of being bullied. The best way to prevent bullying is to create an environment where it is safe to learn and where the whole-school community is a supportive and positive one.

All institutions, both large and small, contain some numbers of students with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated. This message is reinforced in PSHE lessons, tutorial time and school assemblies.

It is important therefore that the School has a clear written policy to promote this belief, where both students and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly. This policy should be used in conjunction with the School's Behaviour Policy, Anti Cyber-Bullying policy, Safeguarding policy, reasonable adjustments' policy, *Behaviour and Discipline in Schools (2014)*, *Preventing and Tackling Bullying (October 2014)* and *Cyberbullying Advice for headteachers and school staff (2014)*.

POLICY STATEMENT

It is the policy of the School that without exception, behaviour by a student which causes distress to another person over time, whether intentional or thoughtless, is regarded as bullying and is unacceptable. Such behaviour includes actions, which can be physical, verbal, are exclusive or result in damage to property or theft. At its most serious it is recognised that bullying can cause psychological damage and can even lead to suicide. It should also be recognised that although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

AIMS

- To increase the respect students have for one another.
- To help create a supportive environment where it is safe to learn.
- To outline the kind of support that will be offered to the victim of bullying.
- To suggest ways in which the bully's behaviour can be modified.
- To outline possible courses of action.
- To indicate ways in which parents should be involved.
- To structure the procedure in such a way that everyone knows what to do when an incident occurs.
- To enhance the school ethos.
- To confirm that at Langley School, there is a zero tolerance of bullying.

OBJECTIVE

Every student at the school should have equal access to education and extra-curricular activities, without the fear or hindrance from bullying or the threat of bullying.



DEFINITION of BULLYING

Bullying is the intentional hurting, harming or humiliating of another person or group repeated over time by physical (including sexual), verbal (including email, chat rooms and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying 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 cyber-technology (social websites, mobile phones, text messages, photographs and email). Bullying can happen anywhere and at any time and can involve everyone – pupils, other young people, staff and parents. It is important that students feel comfortable within the school environment and they are comfortable and able to act as an individual without fear of being bullied.

There are six main types of bullying:

- **Physical:** hitting, kicking, hurting, taking belongings.
- **Verbal:** name calling, insults, racist/sexist/sexual/homophobic remarks, comments about disabilities.
- **Indirect:** spreading nasty rumours, excluding someone.
- **Cyber:** using social websites, mobile “phones, text messages, photographs and email.
- **Threats or Intimidation.**
- **Bystander or ‘accessory’** sometimes, especially with cyber-bullying, others in a texting, email or messaging group or chat-room, may support cyber- bullying by passing on or showing to others, images or text designed to humiliate.

ACTION

If bullying is suspected it should be reported to a person in authority. This could be a School Prefect, member of teaching staff, Head of Year or SMT as appropriate. Such a report will be treated as confidential in so far as it is possible.

Staff awareness of the possibilities of bullying is raised through staff training, which is delivered verbally either at whole-school INSET, through tutor meetings run by Heads of Years and in weekly briefings, or by the circulation of relevant written materials.

Through the belief that “prevention is better than cure”, a number of strategies are used to reduce the risk of bullying and to raise awareness of issues such as the importance of avoiding prejudice-based language. These include:

- Promotion of the School’s Core Values.
- Use of School, Year and House Assemblies, where good citizenship and the School’s Core Values are highlighted.
- The use of merits for rewarding good behaviour towards others and good citizenship.
- The termly award of the Halls Cup for Good Citizenship.
- The use of “buddies” in the same year group or year above, for new students to the school, for their first weeks at school.
- The use of 6th form Prefects to “buddy” new students to the School.
- The use of 6th form Prefects to supervise students’ Common Rooms.



- The mini-duty Staff rota, which places staff in areas of the School where bullying is more likely to occur.
- The general excellence of Staff-Student relationships, which encourages good behaviour and citizenship, where the School community looks after and out for its more vulnerable members.
- A whole-School PSHE programme, which challenges students to look at their own and others' behaviour, including the importance of the avoidance of using prejudice-based language.
- Compulsory membership of the CCF in Year 9, where a range of team and individual skills are learned, which encourage positive behaviour and co-operation.
- The use of a system of rewards and sanctions which is graded and monitored, from subject teachers and form tutors, through Heads of Years, to SMT and the Head.

On observing a bullying incident, the member of staff should intervene immediately to ensure the protection of the victim. If necessary an appropriate sanction will be imposed, as in the Behaviour Policy. The incident should be reported immediately to the relevant Head of Year (pastoral)/SMT (usually the Deputy Head), who will make the necessary investigations and take appropriate action.

Pupils are encouraged to intervene when bullying incidents are seen with them as a bystander, especially as by being a bystander who doesn't support the victim they can become an accessory to the bullying (see above for the six main types of bullying.) This intervention should usually be by reporting such incidents to a member of staff, and through implementation of the School's Core Values.

Incidents involving bullying will be recorded in a "Bullying Register" by the appropriate Head of Year (pastoral). These registers will be collated on at least a termly basis by the Deputy Head. Incidents recorded on these Bullying Registers will have a fuller written record of the incident, which will be kept by the Deputy Head and in the student(s) file(s). These records will be reviewed by the Deputy Head and passed on to the relevant HoY (pastoral) of the next Key Stage/Year for the given student(s).

If disciplinary action is required, then this may be administered by the senior staff in the first instance. The relevant Deputy Head and ultimately the Headmaster may become involved as the level of disciplinary action increases.

Help, support and counselling will be given to both the victim and the bullies:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher or another adult of their choice and bring a friend for support.
- By informing their parents/guardians.
- By offering continuing support.
- By arranging an escort to and from School.

We also discipline, yet try to help the **bullies** in the following ways:

- By talking about what happened to discover why they became involved. Whilst not providing excuses for the bullying, this may well aid understanding of why it occurred, possibly for example to be made aware of issues at home.
- By informing their parents/guardians.
- By continuing to work with ridding them of prejudices as far as possible.



- By taking one or more of the disciplinary steps described below to prevent further bullying.

DISCIPLINARY STEPS

- They will be warned officially to stop offending.
- Their parents will be informed.
- They may be given an appropriate sanction. These include in ascending order of severity: the use of de-merits; teacher/Department detentions; Head of Year detentions; SMT detentions; suspension (temporary exclusion); permanent exclusion.
- For serious incidents and repeated offences, they may be suspended for a fixed period or expelled from School.

PARENTS

The School ensures that parents are clear that the school does not tolerate bullying and are aware of the procedures, through letters from the Headmaster and through these direction to the relevant policies on the School's website. Contact from parents is encouraged with Form Tutors initially, or if preferred, or if the issue is thought to be more serious, directly to the relevant Head of Year (pastoral) or Deputy Head, if parents believe that their child is being bullied. Through publication and referral to the School's Core Values it is hoped and expected that parents reinforce the value of good behaviour at home.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Fighting back may make things worse. If you want to fight back, talk to a teacher or parent/guardian instead.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- It is right to raise your concerns.

Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED:

- **TAKE ACTION!** Waiting and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.
- Helplines: "Don't worry – talk to someone" posters are there for you if you feel that you do not want to speak to someone at the school.

Staff Training

There is a recognised need for training of staff related to this policy and the issues within it. This will take the form of regular whole-staff INSET about an appropriate or relevant aspect of behaviour and/or bullying, at last on a once every two years basis. Less formal training will also be used as well if necessary, to ensure awareness of staff is raised, so



that the principles of this School policy are understood, legal responsibilities known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate the School will invest in training and/or skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Approved SMT: 23/9/16
Approved Full Board: 7/10/16