



1. Context and general principles

We are committed to providing a caring, friendly and safe environment for all our students so they can learn effectively in a safe and secure atmosphere. Bullying or harassment of any kind is unacceptable at our school. If bullying does occur, students should be able to report it in the knowledge that incidents will be dealt with promptly and effectively.

Langley Grammar School is a 'telling' school; anyone who knows that bullying is happening to themselves or anyone else, should feel confident that they can report it, and that action will be taken to support those targeted by the bullying behaviour and to deal effectively with those responsible.

This policy draws upon the Department for Education's guidance *Preventing and Tackling Bullying (2017)* and other sources of specialist advice and guidance. It should be read in conjunction with the school's safeguarding and Behaviour for Learning policies.

2. What is bullying?

Bullying can be experienced by both adults and children. Although there is no legal definition of bullying, a useful working definition is '...a wilful, conscious desire to hurt another and put him or her under stress' (Tattum and Lane, *Bullying in Schools*).

The DfE defines bullying in its advice to schools *Preventing and Tackling Bullying (2017)* as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or mentally.'

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation. It may be motivated by difference, real or perceived, between children.

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour because

- there is a **deliberate intention** to hurt or humiliate – the person or people doing the bullying know what they are doing and mean to do it;
- there is a **power imbalance** that makes it hard for the person being bullied to defend themselves;
- it is usually **persistent** – there will be a pattern of behaviour.

Bullying can take different forms and can range from blatant to exceptionally subtle. Bullying can be:

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| Emotional | being intentionally unfriendly, excluding from groups or activities, tormenting, humiliation, threatening ridicule,; |
| Physical | pushing, kicking, hitting, punching or any use of aggression and intimidation, threats, taking or hiding belongings; |
| Racist | racial taunts, use of racial symbols, graffiti, gestures; |
| Sexual | unwanted physical contact, sexually abusive comments, homophobic or transphobic comments and graffiti; |
| Verbal | name-calling, sarcasm, insults, persistent teasing, spreading rumours |
| Extortion | money, enforced gifts or made to do homework for others; |
| Relational | damaging someone's relationships or social status |
| Cyber | social media misuse, threats by email, text messaging & calls, misuse of associated technology, eg camera & video facilities. |

Occasionally an incident may be deemed to be bullying even though the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the target might be in danger then intervention is urgently required.

Bullying can take place between:

- young people;
- young people and staff;
- members of staff;
- individuals or groups.

Certain groups of young people are known to be particularly vulnerable to bullying by others: these may include those with special educational needs such as learning or physical disabilities; young carers, children in care, those from ethnic and racial minority groups and those young people who may be, or be perceived as, lesbian, gay, bisexual, transgender or questioning their gender role.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

When there is 'reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

3. Why is it important to respond to bullying?

Bullying hurts. Everybody has the right to be treated with respect. Students who feel they have experienced such negative behaviour need to feel safe, secure and confident enough to inform someone; they need to be aware of how to report and respond to bullying.

Students who are bullying others need to learn different ways of behaving and may themselves need help and guidance. Most importantly, they need to understand and recognise that bullying is not acceptable in any context. The school has a responsibility to respond promptly and effectively to issues of bullying.

4. Signs and symptoms

Many occurrences of bullying will come to light because students who are targeted, or who witness bullying behaviour, tell someone. However, not all students who are being bullied will choose to do so.

A student may indicate by signs or behaviour that he or she is being bullied. A set of possible indicators is set out in **Appendix 1**. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and if it is felt appropriate, should be investigated.

All bullying behaviour or threats of bullying will be investigated. No two cases are the same, which can make consistency of response difficult. It is widely accepted that whilst punishment of the perpetrator may be deemed necessary, he or she will also be given support and advice on how to behave in a more positive and responsible manner towards his or her peers.

5. Procedures and support systems in the school

The school has clear and well publicised systems to report bullying; this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). These procedures are summarised in **Appendix 3**.

6. Actions and sanctions

Actions and sanctions/consequences will be applied in line with the school's Behaviour for Learning policy and will follow a tiered approach dependent on the nature of each incident. Phase leaders will tailor these sanctions and actions as appropriate to a particular case.

Students who have engaged in behaviour that is considered to be of a bullying nature may be asked to sign a contract which if broken, may lead to further and more severe sanctions being administered.

The aim of anti-bullying support is to reconcile students and raise their awareness of positive and responsible behaviour as well as to support those who have been made to feel upset. There will always be a follow up with those involved to monitor their change in attitudes.

7. Prevention

As part of our commitment to the safety and welfare of our students we have developed a range of strategies to promote positive behaviour and discourage bullying behaviour; these strategies include:

- Areas of the personal development curriculum focus on the issue of bullying at appropriate times.
- An Anti-Bullying Charter is included in all student planners and available through students' iPads.
- Specialist external agencies are also used to deliver advice on how to avoid and respond to cyberbullying.
- Pastoral tutorial activities also include workshops on anti-bullying.
- Regular assemblies to raise awareness of bullying issues.
- An anti-bullying mentor support scheme offers a leadership opportunity for Sixth Form students to receive external training so that they can be available to provide help and advice.
- The school's Behaviour and Welfare Practitioner is available by appointment through Student Support or Phase Leaders, and access to external counselling support can also be arranged.

8. Monitoring

The implementation and effectiveness of this policy will be monitored by the Headteacher or his representative who will provide the Governors' Student and Community Committee with regular feedback.

9. Review and approval

Reviewed by: Staff, Students and Community Committee

Approved by: Headteacher, December 2019

Review date: December 2021

Appendix 1 – Signs and symptoms of bullying

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs that could indicate a reaction to bullying:

- frightened of walking to or from school;
- doesn't want to go on the school / public bus, begs to be driven to school;
- unwilling to go to school;
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- damaged or incomplete work;
- has possessions which are damaged or " go missing";
- asks for money or starts stealing money;
- has dinner or other monies frequently "lost";
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- bullying other children or siblings;
- stops eating;
- frightened to say what's wrong;
- gives improbable excuses for any of the above;
- afraid to use the internet or mobile phone;
- nervous & jumpy when a message on social media/text is received;
- self harms.

In-school behaviour signs:

- finds it difficult to join a group during class work and discussion;
- reluctant to answer questions in class or approach you for academic help;
- signs or spoken language which imply an unusual lack of self-esteem;
- disengagement during tutor activities;
- isolated or alone at lunch or break time;
- unusual lack of care or engagement in class work and homework.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and if it is felt appropriate, should be investigated.

Appendix 2 – Anti-bullying Charter included in student planners

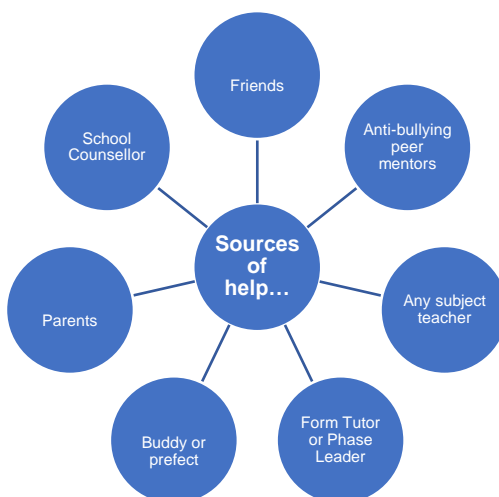
Anti-Bullying Charter

Langley Grammar School has a 'zero tolerance' policy on bullying. Any instances of bullying are taken seriously and will be dealt with promptly.

We are also a **'telling'** school, which means that anyone who knows that bullying is happening is expected to tell someone who can then do something to help stop it. By witnessing an incident and not telling anyone, you are supporting the bullying behaviour.

Sources of Help

Don't suffer in silence! There are lots of people you can talk to if you are worried about bullying:



Possible solutions if you are being bullied that will be discussed with you:

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|--------------------------------------|--------------------------------|--|
| Support and protection | Help to contact parents | Sanctions for the perpetrator |
| Active listening from mentors | Assertiveness advice | Informing the safeguarding lead |

You can report instances of bullying to any member of staff or you can use the anti-bullying email address:

antibullyingteam2016-17@lgs.slough.sch.uk

The content of emails will be treated with sensitivity. Students should be aware that in certain circumstances information will be shared with appropriate members of staff such as Phase Leaders.

Outside agency contacts

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|---|---------------|
| Advisory Centre for Education (ACE) | 0300 0115 142 |
| Children's Legal Centre | 02077130089 |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 02078235430 |
| Bullying UK | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| Childline | 0800 11 11 |
| The Samaritans | 116123 |
| National Children's Bureau | 020 7843 6000 |

Appendix 3 - School procedures

The school has clear and well publicised systems to report bullying; this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders)

- a) If a student feels they have been bullied they should speak to their form tutor, phase leader, an anti-bullying mentor, the school's Behaviour and Welfare Practitioner, student support staff or any other responsible adult in the school (see **Appendix 2** for the *Anti-bullying Charter* which is in all student planners).
- b) All students read and agree to the *Anti-bullying and Cyberbullying contract* in their planners, which they. Parents show their support for the school's antibullying policy by counter-signing the contract.
- c) Any investigations relating to bullying incidents will initially be carried out by the relevant Phase Leader who may then consult with other senior staff. Phase Leaders will record any bullying incidents in the anti-bullying log.
- d) If a student has been bullied they may want to be supported from a distance or initially only want someone to talk to. Phase Leaders or tutors should encourage or help such students to contact the Sixth Form anti-bullying mentors. The anti-bullying mentors are there to 'actively listen' and can be contacted in person or confidentially.
- e) **Appendix 5** lists a number of external agencies who may be able to offer specific advice and support to both staff and students when dealing with incidents of bullying.

Phase leaders or staff responsible for investigating incidents of bullying need to follow the procedures detailed below. Every case will be different and the procedures will need to be tailored to suit the individual circumstances.

- i) Student statements will be gathered from all those who can provide information about an occurrence of bullying. The Phase Leader or staff responsible for carrying out any investigation will review the information provided and decide on a course of action in consultation with senior staff.
- ii) Where bullying is believed, on the balance of probabilities, to have occurred, the nature of the incident and the school's response will be recorded in the anti-bullying log. Copies of correspondence and statements will be placed on file.
- iii) The Sixth Form anti-bullying mentors may be used for mediation to help build bridges between students. Staff will always be available to support this if it is considered appropriate.
- iv) Students who have demonstrated bullying behaviour will be supported to help them understand the impact of their actions and to make appropriate and responsible decisions in the future.

The procedures are summarised in a guidance document for staff as shown on the following page.

Guidelines for staff when dealing with an incident of bullying

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| Step One | Tell someone |
| | <p>A student who feels they have experienced or witnessed negative behaviour approaches a member of teaching or support staff.</p> <ul style="list-style-type: none"> • The member of staff informs the appropriate phase leader |
| Step Two | Get the facts |
| | <p>Incidents of negative behaviour will be investigated by the relevant Phase Leader who will:</p> <ul style="list-style-type: none"> • Gather written statements from all who can provide information; • Interview all those involved separately; • Remember that the student who feels they have been the target of negative behaviour is central. |
| Step Three | Action, sanctions and support |
| | <p>The resolution of bullying incidents may involve in-school support systems, outside agency support and sanctions in line with the school's Behaviour for Learning policy.</p> <p><i>The student demonstrating the bullying behaviour</i> Remind them of the consequences of their behaviour. Actions, sanctions and support may include:</p> <ul style="list-style-type: none"> • Informing parents, • Sanctions such as detention or internal isolation, • Restorative justice meetings with the targeted students, • Meetings with the school counsellor • Use of external agencies <p>In serious cases, or where students have continued to make poor choices about their behaviour, fixed term external exclusion or permanent exclusion from school may be considered. The police may also be informed.</p> <p><i>The student who has been the target of bullying behaviour</i> Provide feedback: tell them what has taken place to support them so they know the school has done something. Action and support may include:</p> <ul style="list-style-type: none"> • Informing parents • Assertiveness advice • Anti-bullying mentor support • Meetings with the school counsellor • Restorative justice meetings with the perpetrator • Signposting to other services |

Appendix 4 – Bullying and the Law

The Equality Act 2010

Under the Equality Act 2010, specific duties on schools and other public bodies came into force from April 2011. The Act strengthened and simplified existing equality legislation. The Act brought together existing duties not to discriminate on grounds of race, disability and gender which schools were already bound to comply with, and it extended these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. The Act places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

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, the school staff should follow the school's procedures for reporting child protection concerns. The school may report these concerns to the relevant local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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.

If the staff investigating an occurrence of bullying feel that an offence may have been committed they should seek assistance from the police. This most likely to occur in school because of a malicious electronic communication, for example via a social networking site. Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The wider search powers included in the Education Act 2011 give schools stronger powers to tackle cyber bullying in particular, because teachers can search for and if necessarily delete inappropriate images or files on electronic devices. This power applies to all schools and there is no need to have parental consent to search through a student's mobile phone.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town or village centre, cyber bullying or via social networking sites.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a young person. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Appendix 5 - External agencies and organisations

| Name of organisation | Contact |
|---|--|
| <p>Advisory Centre for Education (ACE)</p> <p>020 7354 8321</p> <p><i>ACE is a registered charity independent of central or local government and gives free advice and support to parents of children in State schools</i></p> | <p>Tel: 0300 0115 142</p> <p>http://www.ace-ed.org.uk/advice-about-education-for-parents/</p> |
| <p>KIDSCAPE Parents Helpline (Mon-Fri, 10-4)</p> <p>0845 1 205 204</p> <p><i>This charitable organisation provides free literature for parents, victims and schools</i></p> | <p>Tel: 02078235430</p> <p>www.kidscape.org.uk</p> |
| <p>Bullying UK</p> | <p>www.bullying.co.uk</p> <p>Tel: 0808 800 2222</p> |
| <p>The Samaritans</p> <p><i>The helpline is freely available to all age groups</i></p> | <p>Tel: 116123</p> <p>www.samaritans.org</p> |
| <p>National Children's Bureau</p> | <p>www.ncb.org.uk</p> <p>Tel: 020 7843 6000</p> |
| <p>ChildLine</p> | <p>www.childline.org.uk</p> <p>0800 11 11</p> |
| <p>Youth Access</p> | <p>Tel: 020 8772 9900</p> <p>www.youthaccess.org.uk</p> |
| <p>Children's Legal Centre</p> | <p>02077130089</p> <p>http://www.childrenslegalcentre.com/</p> |