

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

Approval Body:	Governing Body
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Designated Person (as appropriate):	Headteacher & Assistant Headteacher (Behaviour)
Committee with Remit (as appropriate):	Governing Body
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Version	Approval Date	Summary of Changes
1.0	December 2016	
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5.0	Nov 2024	The policy has undergone significant review and changes
6.0	Sept 2025	Minor changes/clarification to Section 10.1

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1. Statement of Intent

- 1.1 Everyone at Langley Park School for Girls has the right to feel safe, welcome, secure and happy. We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is anti-social behaviour and affects everyone: it is unacceptable in this school and will not be tolerated.

It is everyone's responsibility to banish bullying and this policy contains guidelines for doing so. Our key aim is to prevent bullying by being proactive in our response to staff and student concerns.

- 1.2 Where bullying exists the targets must feel confident to report it. We aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school. We are a 'TELLING' school. This means that anyone who knows or suspects that bullying is happening, is encouraged to tell a member of staff. We will respond promptly and effectively to issues of bullying.
- 1.3 The use of new technologies such as mobile phones, the internet and social media to intimidate others is an increasing national trend. Bullying by text, e-mail, phone call or social media often leave no physical scars but can be highly intrusive and harmful and can affect a child into adulthood. The school will enforce strictly its policies with regard to use of mobile phones and the internet and will continue to monitor all e-communications used on the school site.

This document outlines how we make this possible at Langley Park School for Girls.

2. Anti-Bullying Statement

Everyone at Langley Park School for Girls is entitled to respect and courtesy. It is important that we recognise bullying in all its forms. Putting physical or mental pressure on another student, no matter what the reason, is bullying and we must all work together to prevent it.

- We must not frighten others with threats or actions.
- We must not spread hurtful gossip about others.
- We must not be unkind and spiteful to others.
- We must treat people, and their property, with respect, at all times.
- We must do everything we can to stop bullying.

If you are being bullied tell someone who will listen and help. You can always talk to:

- A teacher/staff member
- Any friend or relative

- A Sixth Former
- Anyone in a position to help (Your form tutor, Head of Year, Pastoral Manager or member of the Senior Leadership Team)

If you witness bullying, don't ignore it. You will be doing the right thing for the bully, the target and yourself. 'Do not be a bystander'.

3. What is Bullying?

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE).

'Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) 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. (Preventing and Tackling Bullying, DfE).

At Langley Park School for Girls we define bullying as:

'repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power'.

Bullying can be physical, verbal, psychological or emotional. It can happen face-to-face or online.

The school uses this definition to help students understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that describes:

Several Times On Purpose

and reminds students that they should **Start Telling Other People**

Bullying can be;

- **Emotional** – being unfriendly, excluding, isolating, tormenting (e.g. hiding books, taking belongings, threatening gestures)
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Verbal** – name calling, sarcasm, spreading rumours, teasing
- **Cyber** – misuse of the internet to intimidate, including by e-mail and social media sites - mobile threats by text message and call - misuse of associated technology i.e. camera and video facilities - sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- **LGBTPhobia** – homophobic, biphobic or transphobic bullying based on a person's gender identity or sexual identity.
- **Relational Bullying** - (sometimes called social bullying) e.g. spreading of rumours, embarrassing someone in public, telling other students not to be friends with someone, leaving someone out on purpose.
- **Racist Bullying** - e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.
- **Faith-based Bullying** - e.g. negative stereotyping, name-calling or ridiculing based on religion.
- **Sexist Bullying** - e.g. use of sexist language or negative stereotyping based on gender.
- **Disability Bullying** - e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.
- **Ability Bullying** - e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.

It is important to understand that bullying is not an occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, to develop social skills and repair relationships. If not addressed or known about, bullying can lead to child on child abuse.

Why is it important to respond to bullying?

- Bullying hurts
- No one deserves to be a target of bullying
- Everybody has the right to be treated with respect
- Students who are bullying need to learn different ways of behaving
- Schools have a responsibility to respond promptly and effectively to issues of bullying

Students may be bullied for a variety of reasons, including:

- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

4. Cyber-Bullying

Where any form of cyber bullying (as previously defined) affects another student in the school or may bring the reputation of the school into disrepute, the school reserves the right to be involved whether the electronic material was produced within the school or outside. Furthermore, the school will review electronic material held or accessed by any pupil in the school including their e-mail account and their mobile phone if we suspect cyber bullying is occurring. Students must be aware that some forms and levels of cyber bullying are illegal and the school will inform the police where necessary.

5. Bullying Outside School Premises

The school has the power to discipline students for non-criminal bad behaviour and bullying which occurs off the school premises, when students are wearing school uniform, are travelling to or from school or are in some other way identifiable as a student at the school.

Where bullying outside school is witnessed by or reported to school staff, it will always be investigated and acted on. The school will consider whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

6. Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported or suspected.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported

7. Signs and Symptoms of Bullying

A student may display signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school

- doesn't want to go to school on the school/public bus
- begs to be driven to school
- changes their usual routines
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go 'missing'
- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving
- becomes aggressive, disruptive, unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

8. Roles and Responsibilities

All members of the school community have a responsibility to challenge bullying if it occurs. All staff members at the school are made aware of the procedures that they should follow if an incidence of bullying is brought to their attention. The first point of contact for parents should be the student's Form Tutor and then the Head of Year. The Assistant Headteacher with responsibility for Behaviour has responsibility for the Anti Bullying Policy alongside the Headteacher.

9. Actions to Prevent Bullying

Prevention is better than cure so at Langley Park School for Girls we are vigilant for signs of bullying and always take any reports of bullying seriously. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. We strive to organise our community in order to minimise opportunities for bullying, for example, teacher supervision during break and lunch time. We use a variety of methods to help students prevent bullying as and when appropriate including:

- Assemblies
- Anti-Bullying Week
- Anti-Bullying assemblies
- CCTV around the school
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website, etc.)
- Behaviour plans for individuals
- Positive achievement assemblies
- PSHE sessions specifically aimed at raising awareness of bullying and how to prevent it
- Student surveys
- Regular contact and liaison with the Safer Schools Police Officer

Parents/carers are reminded through newsletters to inform their children that they must tell someone if they being bullied.

10. Actions to Tackle Bullying

10.1 Procedures (Reporting)

Students

- Students are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Students who are 'bystanders' are reminded that it is their responsibility to report this to a member of staff.

Staff

- All incidents of suspected or reported bullying will be referred to the Head of Year who will oversee the school's investigation and response.
- All staff are responsible for the health and wellbeing of the students and have a duty to respond seriously to any claim of bullying.
- The Head of Year may ask a member of staff or tutor to follow up on any suspected or reported incident of bullying.
- The Deputy Headteachers will be informed of all incidents of bullying.
- The Headteacher will also be informed if the incident is of a very serious nature
- If bullying is confirmed it will be logged in the school bullying log on Bromcom. All instances of bullying will be recorded and monitored for patterns of behaviour.
- Break and lunchtime duty staff will report any concerns to a member of the Senior Leadership Team

Parents/Carers

- Parents and carers are encouraged to share any concerns with their child's Form Tutor, Head of Year or a member of Senior Leadership Team.
- Where parents and carers report concerns to the school, they cannot expect the school not to take action in accordance with this policy in the interests of the bullying stopping.
- In serious cases, parents/carers should be informed and will be asked to come in for a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

10.2 Procedures (Outcomes)

Target

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Targets will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The target will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- During an investigation, it is likely that the target of bullying will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They may be offered support at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.
- Referral to the school counsellor may be considered appropriate.
- Following investigations, staff will periodically 'check in' with students that have been the target of bullying to ensure that the child feels happy and secure at school.
- Interventions may be put in place to support the target and support them in developing appropriate skills to protect themselves from bullying behaviours.

Perpetrator

- The perpetrator will be interviewed and the seriousness of the incident assessed.
- Importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence
- Students are helped to reflect upon their actions and to empathise with how the bullied child may feel and restorative work will take place.

- Students who have bullied are supported to modify their behaviour – this may be through individual or group interventions, including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.
- Suspension for one or more days may be considered if appropriate.
- A change of class and/or tutor group, and bespoke provision may be considered in exceptional situations.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The incident may be reported to the police and students may have to meet with the School's Officer(s)
- The school works closely with the local police to make sure that any incidents outside school are reported to the school so that students involved can then be monitored inside school as appropriate.

Consequences:

The Head of Year, Head of Key Stage or relevant member of the Senior Leadership Team will determine whether to initiate proceedings following the model below:

First incident – reported and recorded and the perpetrator will be given a verbal warning and a note of this will go in their file

Level 1 The perpetrator will be given a C3 detention, when repeated behaviour and a note of this will go in their file, with a phone call home to notify Parents/ Carers

Level 2 Following a second reported incident, time in the Reflection Room and the perpetrator's parents will be informed in via phone call and in writing.

Level 3 Following a third reported incident, the perpetrator and their parents will have a meeting with HOY/HoKS, written confirmation of the meeting and time in the Reflection Room.

Level 4 The perpetrator and their parents will be seen by the Headteacher who will consider off-site direction or suspension

All incidents must be recorded via Bromcom.

Please note referral paperwork must be completed by Head of Year/Pastoral Manager at Level 1-4 of bullying, when it occurs.

Parents

- Parents/carers of both target and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the target's parents or carers to ensure that the target adjusts positively back to school life as quickly as possible.
- Parent/carer views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying
- Parents/carers are discouraged from taking matters into their own hands and should not approach a student whom they suspect of being a bully; they should speak to school staff

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person
- Students will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.
- Some students may be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours.

10.3 Procedures (Recording)

- All bullying incidents are recorded on Bromcom.
- Concerns about students are recorded by Achievement Co-ordinators and shared with relevant staff.
- Termly reports are analysed and evaluated
- The year teams are responsible for discussing incidences of bullying and liaising with class teachers and other staff to ensure that incidents of bullying are not missed. Year teams meet weekly for a

briefing.

11. External Agency Involvement

Where necessary we will call on outside resources to aid an investigation, or offer support to a target and/or the bully. Such agencies include the Police, Early Intervention Team and counsellors. This will always be done in partnership with parents/carers.

12. Monitoring and Evaluation

Langley Park School for Girls reviews this policy annually and assesses its implementation and effectiveness. This policy is promoted and implemented throughout the school. The school also analyses student questionnaires and uses this data to inform future practice and policy.

This Policy links to the Following Policies and Statements:

- Child Protection & Safeguarding Policy
- Equality & Diversity Policy and Equality Objectives
- Behaviour Management Policy

13. Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational