



Curriculum Policy-IPC17

Anti-Bullying Policy

Langley Park School for Boys

Last updated January 2022





A. Responsibility of:

Deputy Heads/ Assistant Headteacher/ HoYs

Although infrequent, bullying is a problem that will occur at Langley Park, as it will at most large schools.

Bullying is considered to be a form of peer on peer abuse. Staff are aware that children can abuse other children and that it can happen inside and outside of the school and online. Staff are trained to recognise the indicators and signs of peer on peer abuse and know how to respond to it and report it. For more information on peer on peer abuse (including sexual violence and sexual harassment) please see the safeguarding children policy.

B. Aims

This policy aims to ensure that all teaching and non-teaching staff:

- Understand what constitutes bullying
- Confront bullying whenever it occurs.
- Work actively to prevent bullying
- Apply consistently the procedures for dealing with bullying problems.
- Create a culture where reporting instances of bullying is the norm.
- Work to reduce the impact that bullying can have on the mental health of both the victim(s) or perpetrator(s) of bullying.

C. Objectives

To work to confront bullying through:

DEFINITION

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

Bullying can manifest itself in different ways but the main types are:

PHYSICAL - Hitting, intimidation, taking belongings, including money.

VERBAL - Name calling, teasing, insulting.

EMOTIONAL - Group exclusion, tormenting, rumour spreading.



CYBER – Name calling, spreading rumours, intimidation, threats, racist comments etc.by mobile phone, text or computer.

HOMOPHOBIC, BIPHOBIC and TRANSPHOBIC (HBT) – based on a person's sexual orientation.

It is also behaviour which is deliberately hurtful, repeated several times on purpose and is difficult to defend against. Bullying includes racist, sexist and homophobic bullying. Bullying may not only be confined to pupils – it can affect anyone within Langley Park School for Boys.

In this technological age 'cyber bullying' is becoming all too common. Our policy is clear that no one at Langley Park School for Boys should participate in any form of cyber bullying which seeks to target any other member of this community (both pupils and staff) either during the school day or at any other time.

IDENTIFICATION

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
- 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.



PREVENTION

Prevention of bullying will be addressed in the following ways:

- Assemblies
- Anti Bullying Week
- Anti Bullying Campaigns
- Curriculum work, such as PSHCE, role-playing, pupil workshops reading appropriate texts
- CCTV around the school
- Poster displays
- Tutor period discussion and reinforcement
- Student Voice and School Council involvement
- Student surveys
- Written statements in school publications
- Public statements from the Head teacher, Deputy Heads, Assistant Head Teachers and Heads of Year.
- Staff training

D. Procedures

1. Initial concerns must be addressed to the Form Tutor(s) of the victim and the bully.
2. The Form Tutor must then liaise with the appropriate Head(s) of Year regarding what action to take.
3. Head(s) of Year will keep Assistant Head Teachers / Deputy Headteacher informed as appropriate.
4. Contact must be made and maintained with the parents of the victim and the bully until the situation is resolved.
5. The mental health of both the victim and bully will be monitored by the HOY. Referral to the school counsellor or appropriate outside agencies (early help, police, social care) will be considered.
6. Follow-up interviews will be set by the Tutor/Head of Year/ Assistant Head teacher with both parties as required.
7. Tutors and/or Heads of Year are to update the SIMs log for all pupils involved for all events, including outcomes of review meetings and intervention strategies.

Guidance for staff relating to a wide range of strategies (e.g. counselling, action planning and sanctions) that can be used in dealing with bullying situations is available from Heads of Year, Assistant Head Teachers and the Deputy Head teachers.

E. Evaluation

Through Assistant Head Teacher monitoring of incidents

F. Team Members

All staff, including personal tutors and classroom assistants