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**
Approval Date:	**February 2023**
Implementation Date:	**December 2022**
Designated Person (as appropriate):	**Headteacher**
Committee with Remit (as appropriate):	**Governing Body**
Intended Audience:	**All Staff and Students**
Review Date:	**Autumn 2024**

Version History

Version	Approval Date	Summary of Changes
1.0	December 2016	
2.0	Jan 2021	Amendments
3.0	Dec 2022	Amendments
4.0	Feb 2023	

Contents

1. Statement of Intent

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. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that ANYONE who knows that bullying is happening is expected to tell a member of staff and should not avoid the issue. We will respond promptly and effectively to issues of bullying.

2. Definition

There is no legal definition of bullying, however our school definition of bullying is: 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 or psychological. It can happen face-to-face or online. It must not be confused with the usual childhood/teenage disputes and arguments where individuals "fall out" with one another. Staff will act so that these will not be allowed to get out of hand either.

Bullying can be;

Emotional   - being unfriendly, excluding, tormenting,(e.g. hiding books, threatening gestures)
Physical   - pushing, kicking, hitting, punching or any use of violence
Verbal   - name-calling, sarcasm, spreading rumours, teasing, intimidation
Racist   - racial taunts, graffiti, gestures
Sexual   - unwanted physical contact or sexually abusive comments and gestures
Homophobic   - because of, or focussing on the issue of sexuality
Cyber   - name calling, spreading rumours, intimidation, threats, racist comments etc by phone, text or via computer

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

Students who are being bullied may show changes in behaviour. For example, there may be evidence of changes in work patterns, lack in concentration or truanting from school. These signs and behaviours may indicate other problems, but bullying should be considered a possibility and should be investigated. Students will be encouraged to report bullying to the teachers or other adults in the school. Parents are encouraged to approach the school to discuss any concerns or worries.

3. Objectives

- All students, parents, staff and governors should have an understanding of what bullying is
- Staff and governors should follow the school policy when bullying is reported or suspected
- All students and parents should know what the school policy is on bullying and should tell a member of staff if bullying arises
- As a school we take bullying seriously. We will use a range of proactive and reactive strategies to combat bullying. These include:
    - Proactive - Student surveys, poster campaigns, improving supervision in known problem areas, work within the curriculum e.g. Drama, PSHE and Citizenship, Peer support and Buddy schemes. Assertiveness training, featuring bullying in school assemblies, display of anti- bullying code of conduct, discussion in School Council, training for staff and information for parents
    - Reactive - Counselling for victims, Peer Counselling, Mediation as a way of resolving disputes, supervised rooms for victims, sanctions if bullying is proven, monitoring, restorative justice

Students and parents should be assured that they will be supported when bullying is reported

4. How we set the right ethos of being a 'telling' school

A 'telling' school is one where students do inform staff when bullying is taking place.

If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who are classed as victims must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page

If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:
- promoting an open and honest ethos that ensures that all members of the school community
- know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become
- positive role models to students
- treating other people with respect at all times
- doing nothing that could be construed as bullying
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved

5. Reporting Procedures

- If bullying is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Head of Year
- Heads of Year will interview all concerned and record outcomes on the files of both the bully and bullied students. The incident should also be logged on SIMS
- Form tutors and subject staff will be kept informed and will be asked to monitor the behaviour of the students concerned
- Parents will be kept informed. They 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
- Sanctions will be issued against those who have been involved in bullying

6. Support for victims of bullying

During an investigation, it is likely that the alleged victim 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. They may also be offered regular slots with their pastoral team to check in on their well-being.

Students who are victims of bullying will be:

- offered an opportunity to discuss their experience with their form tutor or another member of staff
- reassured
- offered on-going support

7. Intervention – Discipline and support for students who engage in bullying behaviour

We take measures to prevent and tackle bullying among pupils. It is equally important to us to make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable.

Students who have engaged in bullying behaviour will be helped by:

• discussing what has happened
• discovering why the student became involved
• establishing the wrong doing and the need to change
• informing parents or carers to help change the attitude and behaviour of the student

We apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The following disciplinary steps may be taken:

• official warnings to cease offending
• exclusion from certain areas of the school premises or certain activities
• detentions
• referral to senior staff, to external agencies e.g Educational Welfare Officer, Police Liaison Officer, Behaviour Support Team, Connexions PA
• internal fixed term exclusion/seclusion
• external fixed term or permanent exclusion

8. Monitoring and Review

This policy will be monitored, evaluated and reviewed annually by the school's Leadership and Safeguarding Teams. Bullying falls under the remit of the DSL, the Senior Leader in charge of behaviour as well as the Safeguarding Lead Governor.

Bullying data is regularly reviewed and analysed. The types of bullying and protected characteristics are closely monitored to ensure interventions are proactive and can highlight the support required for students, or certain groups of students.

9. Parents will be informed of:

• Our approach to managing allegations of bullying when their children join the school
• be made aware of age thresholds for appropriate social media
• be made aware that bullying that occurs out of school that impacts on students in school, will be sanctioned.

10. Teaching

The PSHCE and RSE programme also aim to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum map.

Bullying is also covered in the assembly programme.

11. Links with other policies

This behaviour policy is linked to the following policies:
• IMPACT Trust – Suspensions and Permanent Exclusions Policy
• Behaviour for Learning Policy

12. 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
- Pace: www.pacehealth.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-practice0-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