



## Anti Bullying Policy

Langley School

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## Introduction

Langley School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and it affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship through the ethos of the school. Every child and member of staff at Langley School should be valued and be able to learn and work without anxiety and fear from bullying.

This policy aims to outline a definition of bullying and how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying and how to support pupils to have a voice when bullying occurs.

The Education and Inspections act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part outlined in the school's Behaviour Policy.

All staff, parents, carers and pupils work together to prevent and reduce any instances of bullying. There is a zero-tolerance policy for bullying at Langley School.

## Legal Framework links

This policy has due regard to legislation, including but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communication Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DFE advice, including but not limited to:

DFE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's Behaviour Policy.

## Aims

Bullying is unacceptable at Langley School and as such we aim to:

Raise awareness of bullying.

Develop a school ethos in which bullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported.

Provide a safe and secure environment where all can learn and work without fear, anxiety, humiliation or abuse.

Respond effectively to any bullying incidents that may occur.

Ensure all children, parents, staff, governors and others connected with the school are aware of opposition to bullying and know that speedy and effective action will be taken if bullying occurs.

Ensure that everyone takes responsibility for the protection and elimination of bullying in our school.

Aware that some bullying may take place in all schools.

### Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. There is no legal definition of bullying, however it is described as behaviour that is:

- Usually repeated
- Intended to hurt someone either physically or emotionally
- Can be aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical (causing physical pain or taking belongings)
- Verbal (name calling, insults, taunting)
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Non-verbal (eye rolling, gesturing, ignoring, staring)
- Indirect (spreading rumours, excluding from social groups)
- Cyberbullying (via gaming platforms or sending malicious emails, texts or social network messages)
- A combination of the above

Bullying can be based on any of the following things (we call these protected characteristics):

- Friendship issues
- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability

- Appearance or health conditions
- Related to home or other personal situation (e.g. economic circumstances)
- Related to another vulnerable group of people

### The Behaviours of Children with SLD and the Characteristics of Bullying Behaviours

The children attending Langley Special School have a diagnosis of SLD and associated needs. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate.

The cognitive understanding and complex needs of the children and young people at Langley can result in varying levels of understanding of bullying behaviour and protected characteristics; the impact their behaviour may have on others and how to appropriately express their needs and emotions.

The following three categories summarise the varying levels of understanding of our children and young people:

- No understanding of the targeted behaviours and/or those that are a result sensory processing needs. This level of understanding would apply to many of the pupils at Langley.
- Some understanding of right and wrong when they are regulated with little or no inappropriate behaviours. However, once dysregulated they may target and hurt others unintentionally with little understanding of the impact of behaviours on others. This level of understanding would apply to some of the pupils at Langley.
- Pre-planned, targeted behaviours with intent to harm others. This would apply to a minority of the pupils at Langley.

As the DFE anti-bullying guidance notes, children with special educational needs and disabilities may not be able to articulate their experiences. Learners who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the procedures below.

It is also possible that one pupil may develop an obsession with another pupil or display undesirable behaviours towards others through high anxiety levels. These may manifest in potentially harmful behaviours such as kicking, biting, pinching, hitting or throwing objects. Staff have a duty to be vigilant to these behaviours and the fear/anxiety that the 'target' child may have.

Incidents of bullying with intent are recorded on MyConcern. Similarly, significant behaviour incidents with a safeguarding concern are also recorded on MyConcern.

Any incidents of bullying will be reported to a member of the Senior Leadership Team (SLT). It is important that this information must be shared amongst all members of the class team and other appropriate members of staff as soon as possible.

### Signs that a child is being bullied

Pupils who are being bullied may display some of the following common responses:

- Increased anxiety (displayed through increasingly obsessive behaviours, hand movements, repetitive questioning and statement or short temper)
- Low self-esteem and confidence

- Unwillingness to come to school
- Sickness/tummy aches
- Decreased involvement in school work
- Cuts and bruises
- Lack of appetite
- Change in behaviour and attitude.
- Aggression
- Becoming withdrawn
- Seeming over-sensitive or over-reacting to minor occurrences
- Seeking revenge
- Repeatedly exposing themselves to the same kind of bullying situation. Although they may know it is a negative interaction, they may still consider this better than no interaction at all.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional and mental health issues so still need to be considered.

### Rights and Responsibilities

It is the right of every child at Langley School to:

- Feel safe from verbal, emotional and physical abuse both on the way to and from school and whilst in school.
- Be addressed by their chosen name.
- Not have their feelings hurt about the way they look and sound.
- Not be subjected to derogatory name calling, insults, racist jokes or discussion, ridicule and abuse.

Every child (if they are able to) or with the support of parents/carers and members of staff should:

- Communicate to someone if any of their rights are being abused.
- Communicate to someone if they have observed someone else's rights being abused.
- Try to prevent abuse and to try to improve their life of someone whose rights have been abused.

### Proactive Strategies

Should be based on the following principles:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum/learning opportunities to draw out anti-bullying messages.
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying (e.g. Anti-bullying week, PSHE lessons, Circle time and school assemblies).

- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month, etc.
- Engaging children and adults in promoting open and honest reporting.
- School council address school issues, including bullying, as a part of their set agenda.
- Reviewing the school environment and pupil supervision.
- Provide positive examples of friendship, trust and caring through relationships with each other and through the PSHE curriculum.
- Reinforcement that bullying is unacceptable behaviour.
- Parental involvement so they understand the school does not tolerate bullying, and know the procedures to follow if they believe their child is being bullied.
- Ensure parents feel confident that the school will handle complaints about bullying seriously and seek resolutions as quickly as possible, in a way that protects pupils.

In deciding whether actions amount to bullying many factors are to be considered.

### Procedures and Intervention

The exact course of action will vary but the main objectives should be that bullying incidents are identified, brought out in the open, recorded, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- It is clear that the bully's behaviour is unacceptable and the bullying must stop.
- The victim is assured that they will be supported and kept safe.
- Everything that happens is carefully recorded.
- Any parental concerns are referred to a member of the Senior Leadership Team.
- Situations not satisfactorily resolved in the view of Senior Leadership, parent or any concerned member of staff will be referred to the Head Teacher, Chair of Governors or a member of the Local Authority, if appropriate.
- When applying consequences these will be implemented as appropriate to the incident; this may include verbal redirection, restrictive choice, meetings with parents/carers, and letters to parents/carers.
- Victims will be made aware of the consequences that are being used.
- Restorative practice will be an element of the support programme.

Additionally, those involved will need to discuss and agree on:

- What support is needed or available for the bully to help change his/her behaviour.
- What support is needed or available to help the victim to learn coping strategies.
- If the behaviours are ongoing and whether it would be helpful to work with the parents of both bully and victim.

- Working together to discover the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If this is the case, school should consider whether referrals to other agencies are appropriate.

### Intervention

When bullying arises the priority is to work with the child to prevent further incidents, whilst supporting the victim.

- Langley School will ensure the appropriate consequences are implemented for perpetrators to show clearly that their behaviour is wrong.
- Consequences must be applied fairly, consistently and reasonably, taking into account a pupils needs and level of understanding.

### Reporting Bullying

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, member of staff, family member or trusted adult so this can be shared with school and appropriate action taken.

### Roles and responsibilities

The Head Teacher is responsible for:

- Overall monitoring of bullying and the anti-bullying policy within school.
- Following up any situations not satisfactorily resolved in the view of SLT, parents or any concerned member of staff.
- Ensuring class teachers record incidents of bullying on MyConcern
- Provide effective training for staff, ensuring they understand the principles of the school's Anti-bullying Policy, legal responsibilities, how to resolve problems and where to seek support.

SLT are responsible for:

- Supporting the planning of behaviour management and coping strategies to the perpetrators, victims and parents/carers.
- Recording, advising on and following up any incidents of bullying or suspected bullying.
- Liaising with parents/carers regarding concerns over bullying that have not been resolved by the class teacher.

Members of staff are responsible for:

- Monitoring any patterns of behaviour incidents between pupils that need to be escalated to MyConcern.
- Keeping records of any bullying observed, disclosed or suspected on MyConcern.
- Informing SLT of any incidents of bullying observed, disclosed or suspected.
- Liaising with parents/carers regarding concerns over bullying.

- Responding to bullying.

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on MyConcern.
- DSLs will monitor MyConcern.
- DSLs will produce termly reports summarising the information, which the Head Teacher will report to the Governing Body.
- Support will be offered to those who are the target of bullying through the use of restorative practice.
- SLT will assess whether parents and carers need to be involved
- SLT will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

### Bullying outside of school

Bullying is unacceptable and will not be tolerated at Langley School, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated at Langley School. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored on MyConcern and follow up actions under the guidance of our MDT team will be taken for pupils found using any such language.

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff responses to bullying behaviour and any concerns of pupils, staff and parents/carers regarding bullying.

All members of SLT are responsible for responding to incidents of bullying and the Head Teacher has specific responsibility for ensuring that procedures in this policy are followed.

### Created

Becky Ford – April 2024

### Review Date

July 2027