



Lancing College

Preparatory School at Hove

Anti-Bullying Policy

2017-2018

ANTI-BULLYING POLICY

INTRODUCTION

This policy refers to the whole school, including those that work in the EYFS setting. It is an aim of the school that it will “provide a safe, welcoming, supportive and tolerant environment in which each pupil feels valued as an individual, and in turn, learns the importance of tolerance and consideration towards others.”

We believe that the school should be a happy and positive community. We expect pupils to be diligent, honest and considerate in their relationships with others. The example set by staff is of itself helpful in creating a climate in which pupils feel valued, secure and happy. The mutual respect with which staff regard one another and the public demonstration of this are both important. The same applies to the relationships between teachers and pupils: pupils should always be treated with honesty, kindness and fairness.

The scope of this policy extends to bullying actions occurring out of school that have a negative effect on pupils in school and the school has a responsibility to respond to disclosures of bullying to its pupils occurring outside the school, in particular where a pupil’s wellbeing and progress in school may be affected.

DEFINITION

Bullying is a negative action that is repeated over time. Bullying may be a group or individual activity; it may be an incident or two or a pattern of behaviour. It intentionally hurts an individual or group physically or emotionally and is often motivated by prejudice, for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs or disability. It may occur directly or through cyber-technology (social networking websites, mobile phones, text messages, photographs and email). It may result in serious physical and/ or psychological damage for the victim and, in the most tragic of circumstances, may lead to suicide.

AIM

Lancing Prep Hove aims to promote a culture in which pupils and staff live and work in a safe, supportive and tolerant environment. Children should feel confident that they can approach adults about matters of concern to them, and that their concerns will be heard and acted upon. Bullying can only thrive in a culture of secrecy and silence Pupils and staff should be aware that bullying of any sort is not tolerated at Lancing College. All members of staff should be acquainted with the College anti-bullying policy and procedures. All staff should be sensitive to the needs of pupils who are the victims of bullying.

OBJECTIVES

- To ensure the protection of pupils from bullying
- To promote communication and good listening
- To ensure that correct procedures are followed
- To make sure that pupils know that involvement in bullying as a serious offence and will be treated as such by the School
- To ensure that pupils and staff are aware that cyber-bullying and bullying outside school should also be reported and will be acted upon.

IDENTIFYING BULLYING

Bullying...

- is sometimes a group activity
- may be one-off or systematic
- is deliberately hostile
- leads to personal distress
- may include the use of technology to perpetrate the abuse, e.g. "cyberbullying"

It includes...

- threats of violence
- actual violence
- ignoring/shunning
- teasing
- name-calling
- interfering with property
- racially offensive remarks and behaviour
- sexually offensive remarks and behaviour
- incitement of others to commit an act of bullying
- intimidating or embarrassing graffiti
- ridiculing/mimicking/sarcasm
- demanding money, property or favours through intimidation
- deliberate damage of property or work
- vandalism
- intimidation
- spreading false rumours
- 'banter' – verbal sparring or joking where the intention is to hurt, embarrass or discomfort or where this is the outcome in a relationship where there is an imbalance of power

Pupils may also be involved in or subject to other forms of peer on peer abuse, which may include (but are not limited to):

- gender based violence or intimidation
- initiation rites
- sexual assault
- sending sexually explicit material/ pictures or coercing others to do so or sharing such images ('Sexting')

BULLIES AND VICTIMS

It would be impossible, and wrong, to quantify what makes someone likely to bully and why some individuals may be subject to such behaviour, but there are some patterns which staff may note:

Young people who bully may...

- be excessively criticised at home
- feel undervalued
- live in families where aggressive behaviour is normal

- be struggling to cope academically or in other ways

Young people who are bullied...

- may be unable to manage social situations with ease and lack self-confidence
- may have a distinctive appearance or stand out in some other way (accent, behaviour, intellect, tastes, home background, racial background, known or assumed sexual orientation, religious belief, disability etc)
- may experience difficulties forming friendships

Those who exhibit bullying behaviour may also have been bullied. Lancing Prep Hove, whilst dealing stringently with any form of bullying, will also work with, support, counsel and educate those who have bullied as well as caring for those who have been the victims of bullying.

SIGNS OF BULLYING

A pupil may not disclose that bullying is taking place but there may be outward signs that would alert staff to concern that this might be the case:

- property and work damaged or lost more than is usual for the age group
- unexplained injuries or an injury inconsistent with the explanation
- a pupil becoming withdrawn and reluctant to say why
- indicators of anxiety – eg hyper-alert behaviour, stomach aches
- a decline in academic attainment
- a reluctance to attend school
- requests to be accompanied to and from school
- unusual patterns of behaviour regarding money and possessions
- depression in the pupil; a reluctance to eat or play normally; unhappiness, moodiness, irritability
- a pupil who frequently visits Matron or says that they are unwell
- significant change in generally observed mood, behaviour and responses
- anger and aggression

Taken individually the above may not be due to bullying, but a combination of several of these signs could be a strong indication of bullying. In any case, if a pupil is experiencing any of these it could be an indication of unhappiness and should be investigated.

COMBATTING BULLYING – SUPPORT STRUCTURES

1. All staff, in particular class teachers, have a responsibility for promoting an atmosphere of respect and tolerance.
2. Hilary Dugdale is the Child Protection Lead at the College, responsible for matters of child protection, which includes the anti-bullying policy. Carole Cooper is the deputy at the Prep School, herself supported by Lianne Morrison.
3. Alun Price is the Deputy Head and in charge of pastoral matters.
4. There is a themed Anti-Bullying Week in the autumn term each year to give focus for discussion and particular initiatives
5. Regular staff training (including Child Protection (Safeguarding) induction and update training) raises awareness, ensures that school policy is understood and responsibilities are known, legal responsibilities are known, actions are defined to resolve and prevent problems

and sources of support are explicitly known about. All staff know that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. All staff are aware of their responsibility to pass on a note of any bullying concern/incident to the DSL as well as the Deputy Head. Pastoral issues are raised weekly at SMT meetings for discussion, review and action where applicable.

6. The Prep School runs a Peer Support group – the Year 8 pupils train as counsellors and make themselves available to other pupils for counselling and advice.
7. Details of outside agencies (eg Childline) are made available to pupils.
8. School prefects play a role in looking after younger pupils and provide reassurance and advice. ‘Buddies’ run across the school to allow older pupils to support younger pupils (eg Year 8 buddy Year 5; Year 5 buddy Year 2, and so on)
9. Opportunities are exploited to involve parents in relevant training, e.g. from external speakers

COMBATting BULLYING – THE CURRICULUM

1. Religious and Moral education: The aim of promoting a tolerant, supportive environment within the school is reinforced in the continuing religious and moral education as delivered in Religion, Ethics and Philosophy lessons and through assemblies.
2. PSHE: The problem of bullying is discussed in the PSHE programme.
3. IT: Safer Internet Day is given full focus, as well as visiting speakers / advice groups giving presentations to children and parents regarding safe, positive and responsible use of IT and emerging technologies.
4. The Wider Curriculum: All teachers have a responsibility to promote a safe and tolerant teaching environment where pupils feel they can contribute without fear of ridicule. It is essential that teachers remain sensitive to the atmosphere in a lesson and act firmly and immediately to stop any bullying, intimidation and ridiculing, (or ‘banter’ where discomfort is perceived) and communicate concerns swiftly with the form teacher of pupils concerned.

PROCEDURES FOR DEALING WITH BULLYING

If as a member of staff (and this includes *any* person employed by the College: teachers, support staff, peripatetic teachers, Gap Students etc.) you witness an act of bullying or are told of such an incident...

- stay calm and don’t make snap judgements or assign blame instantly
- explain clearly why the bullying behaviour is unacceptable
- separate the pupils involved as appropriate
- explain to all involved that the incident will be treated seriously and that further action will be taken
- listen carefully to what the pupil is saying, if possible making notes
- reassure the pupil that s/he has done the right thing in speaking up and indicate what actions you will take in follow up and who you will inform
- remember that you are not able to guarantee secrecy
- offer support to the pupil – assure him/her that the matter will be dealt with sensitively

- where necessary, assure the child's immediate comfort/safety/reassurance by enlisting the help of a friend or another member of staff to stay with the pupil while the incident is reported or investigated further.
- if cyberbullying is involved, collect as much information as is immediately available (eg copies of emails / screenshots / text messages / photos) and pass on this material / evidence to those undertaking further investigation

Then...

- refer the incident as soon as possible to the appropriate person (form teacher, Carole Cooper (safeguarding), Alun Price (pastoral) etc.)
- keep a written record of the incident giving details of names of all involved, including witnesses, date and time and a clear account of what happened
- Pass on a brief record to AP who maintains a central record of bullying incidents
- Continue to support the pupil

SANCTIONS

For bullying these could range from a quiet word with those involved to expulsion, depending on the nature of the incident and the previous record of those involved. Other responses might lunchtime detention, evening detention, the involvement of parents, suspension or a combination of these. In the case of cyberbullying, any of the above might be deemed appropriate, as might a period of confiscation of a device or circumscribed use of the College network. In all bullying incidents, parents are involved / informed of concerns at the earliest opportunity and partnership with parents is seen as crucial in making sure that pupils are clear about the part they can play in preventing bullying, including when they find themselves as bystanders. In particular circumstances, if the law has been broken in a bullying incident, the school will refer the matter to the police. Where it is unclear whether the law has been broken, the school will seek the guidance of the College's Police Liaison Officer in order to inform a response. A child protection referral will be made in respect of a bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.

The school's view is that a pupil who persistently makes life miserable for others should not expect to remain at the school.

November 2017 (AP)

Review date: November 2018