



Langdon Park School

ANTI BULLYING POLICY

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1. Principles

Langdon Park school has a zero-tolerance attitude to bullying. The school actively promotes positive interpersonal relations between all members of the school community. This policy and the anti-bullying charter outlines what Langdon Park School will do to prevent and tackle all forms of bullying.

This policy is intended to achieve in terms of outcomes:

For students: To learn in a safe and calm environment that is free from disruption and in which education is the primary focus. In addition, this policy is designed to enable students to recognise bullying is occurring and how to get help and when to support a victim. Bullied victims will be listened to and reported incidents will be taken seriously and investigated. Following investigation, the bully will receive appropriate interventions and sanctions.

For staff: To effectively perform their roles to enhance the learning and teaching of students in a safe, respectful and enriching school

For parents/carers: To be secure that their children are safe, happy, achieving well, fully participating and are gaining skills to enhance their future study and employability.

2. Policy Development

The policy has been adopted with the involvement of the whole school community. Members of staff - through agenda items at staff meetings, staff working group, consultation documents, surveys

Governors – discussions at governors meetings

Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents' guide

Young people - pupils contribute to the development of the policy through the antibullying charter, inclusion ambassadors and form representatives. The School has developed a student friendly version to be displayed around the school.

3. Responsibilities

It is the responsibility of:

The head teacher to ensure this policy is communicated to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

School Governors to take a lead role in monitoring and reviewing this policy.

Parents/carers to support their children and work in partnership with the school.

Pupils to understand the implications of bullying and abide by the policy.

4. Our School Community

Monitors and reviews our anti-bullying policy and practice on a regular basis (every two years)

Supports staff to promote positive relationships, to help prevent bullying.

Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

Requires all members of the community to work with the school to uphold the anti-bullying policy.

Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.

Seeks to learn from good anti-bullying practice elsewhere.

Promotes the use of our anonymous reporting system 'The Box' and our Anti-bullying charter.

5. Definition of bullying

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can take different forms and can be:

- Emotional: being unfriendly, excluding, tormenting
- Physical: Hitting, kicking, pushing, taking another's belongings or any use of violence
- Racial: racial taunts, graffiti, gestures or mocking religious beliefs or customs

- Peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Verbal: Name-calling, sarcasm, spreading rumours, teasing
- Cyber: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Langdon Park School recognises that SEND students are at greater risk of bullying than non-SEND students and will deal with all reported incidents promptly

6. Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

7. Cyber / online bullying

Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks.

Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Technology can be used to carry out a wide range of unacceptable or illegal behaviours.

Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate.

Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met.

Cyberbullying can take place between pupils; between pupils and staff; between parents and guardians and pupils; between parents and guardians and staff; and between staff members.

Langdon Park School encourages parents/guardians to take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of the respective academy

community. This will not only help protect their child online but also other members of the school community.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure the reasons why it should not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

Looking at the use of the school management systems.

Identifying and interviewing possible witnesses.

Contacting any service providers and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school behaviour and discipline policy. (Note: Langdon Park will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).

Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online.

8. Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or**

harassment will follow the referral process for safeguarding and child protection at the school and should be reported on Safeguard.

9. Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Head of Year / Senior Leader where necessary.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

Racial Discrimination

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Physical assault against a person or group because of their colour, ethnicity, nationality, religious belief, disability, sexual orientation or gender.

Use of derogatory names, insults and jokes.

Racist, sexist, homophobic or discriminatory graffiti.

Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.

Bringing discriminatory material into school.

Verbal abuse and threats.

Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation.

Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.

Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

10. Signs and Symptoms of Bullying

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

- Is frightened of walking to or from school
- Asks/begs to be driven to school
- Changes their usual routine

- Is unwilling to go to school (school phobic)
- Begins to truant
- 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
- Performance at school begins to drop
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- These signs and behaviours could indicate other problems, but bullying should be considered possibility and should be investigated.

11. Responding to bullying

The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including staff training, assemblies, P4C lessons, RSHE tutorials, student bulletin, student and staff forums student leadership and high staff presence and visibility during lessons change over, break, lunch time and after school.

Minor incidents or disagreements should be addressed by the class teacher however; any suspicions of bullying must always be reported on SIMS and Safeguard as soon as possible.

All allegations of bullying by students must be referred to on SIMS and Safeguard as soon as possible.

The Head of Year will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses

Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in the vast majority of cases involve parents/carers of both alleged bully and victim being informed at the earliest opportunity.

The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. All parties involved will be interviewed.

The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns using the online 'safeguard' reporting system.

The school will inform other staff members, and parents/ carers, where appropriate.

Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

Support will be offered to the perpetrator also in order for them to change their behaviour as well as appropriate sanctions being put into place. The adult could offer mentoring/coaching and problem-solving strategies to enable the victim to tackle what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower level problems and where the victim wants to regain some control.

Students have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Students should inform a member of staff if they suspect bullying is taking place. Racial, homophobic and sexual incidents are recorded in a central log.

Workshops to educate perpetrators and conflict resolution.

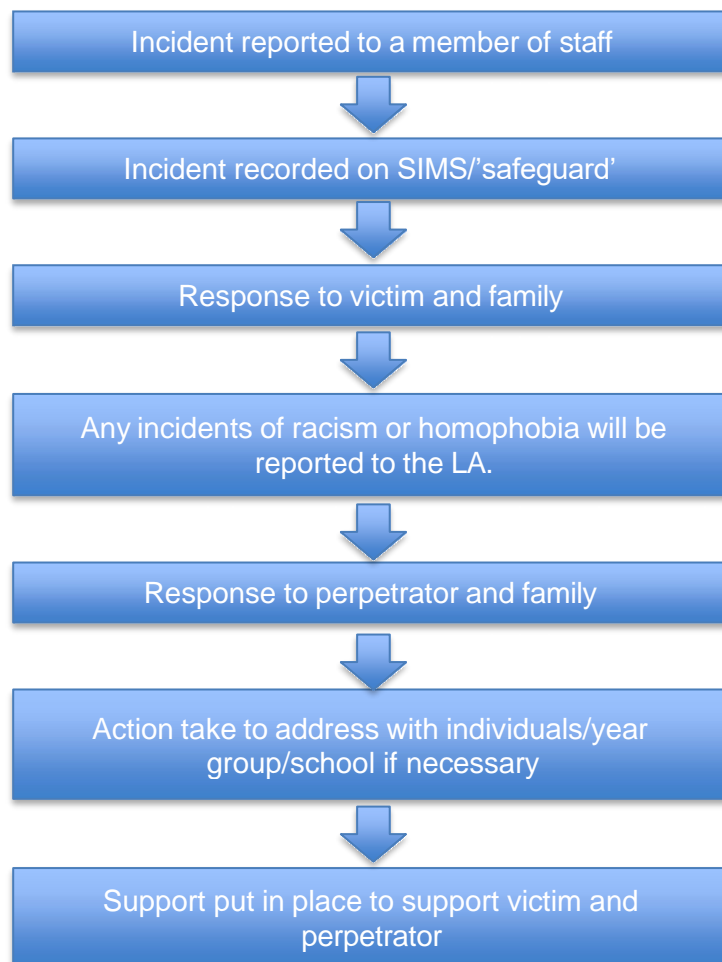
Serious or persistent cases of bullying will be referred to Senior Staff and could lead to fixed term exclusion or ultimately permanent exclusion.

12. Reporting incidents

It should be clear to students and staff how they report all incidents. All staff, teaching and non-teaching, and students should view dealing with incidents as vital to the well-being of the whole school.

There's no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve pupils or not. However, there is a requirement to report such incidents on a termly basis to the governing body and an annual report is reported to governors for specific incidents.

13. Flowchart of actions



14. Supporting victims of bullying

- Reassuring the pupil and providing continuous support. Offering an immediate opportunity to discuss the experience with a member off staff Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate. Being provided with an opportunity for a Repair and Rebuild so their feelings can be relayed the bully.
- Working towards restoring self-esteem and confidence. Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through
- Child and Adolescent Mental Health Services (CAMHS). Discussing what happened, establishing the concern and the need to change. Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour, actions and consequences. If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions, fixed term or permanent exclusions. Where necessary, working with the wider

community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse). Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Use SMSC/RSHE/Tutorials/Assemblies/Anti bullying week activities to raise awareness and strategies to proactively deal with any issues.

15. Student involvement

We will:

Actively involve students in policy writing and the Inclusion charter that promotes and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. Ensure our Charter supports of Student Code of Conduct (4Bes).

Regularly seek children and young people's views on the extent and nature of bullying through the "Antibullying ambassador forums" and student voice surveys.

Ensure that all students know how to express worries and anxieties about bullying.

Promote the use of the anonymous Box and the physical box and that the yellow lanyards represent the Inclusion team.

Promote the Inclusion Charter and Stand UP Campaign

Ensure that all pupils are aware of the range and seriousness of sanctions which may be applied against those engaging in bullying.

Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Publicise both internal and external support e.g. Childline and websites that provide support to young people. Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.

Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers e.g. school website.

Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

16. Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Langdon Park School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies for celebrating good behaviour and achievements as part of the curriculum and across the whole school include: .

- Involvement in SEAL (Social and Emotional Aspects of Learning) including an Anti- Bullying unit in the RSHE Curriculum
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- Specific curriculum input on areas of concern such as cyberbullying and internet safety
- Student voice, school council
- Peer mentoring schemes, Student Leaders and inclusion ambassadors
- Promotion of 4Bes values and Be inclusive postcards
- 4Be badges and rewards in assembly

Programmes for vulnerable groups or groups involved in bullying.

- Restorative Justice and mediation
- Counselling and/or mentoring schemes
- Work with external agencies

Support for parents/carers

- Parent/carer groups (termly coffee mornings)
- Parent information events/information
- Targeted sessions for parents / carers of children that have been victims of bullying led by Inclusion staff
- Referral to external agencies for support including NSPCC, CAMHS, Early help

Support for all school staff

- Ongoing staff training and development for all staff including those involved in lunchtime and before and after school activities

17. Useful links and supporting organisations for bullying

ChildLine 0800 1111 <https://www.childline.org.uk>

KIDSCAPE 020 7730 3300 <https://www.kidscape.org.uk/>

Family Lives 0808 800 2222 <https://www.familylives.org.uk/>

Young Minds 0808 802 5544 <https://youngminds.org.uk>

NSPCC 0808 800 5000 <https://www.nspcc.org.uk>

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support www.victimsupport.org.uk

Young Guardians: www.youngguardians.net

Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk

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

UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis

Race, religion and nationality 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

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Academys Out: www.academys-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

18. Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Student Code of Conduct 4Bes
- Staff Code of Conduct
- Complaints policy
- Child protection/Safeguarding policy
- Online safety Policy

19. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Help Organisations

S **SAY something:**
We all have a responsibility to report any incidents of bullying

T **TREAT others as you wish to be treated:**
Fairly, with dignity and without discrimination

A **APPROPRIATE use of language:**
At all times, especially when referring to someone's race/religion/ability/ gender/sexuality.

N **NEVER turn a blind eye:**
Pledge to be an up-stander against bullying behaviour by supporting your fellow students.

D **DIVERSITY is key:**
We embrace diversity and encourage difference here at Langdon Park we believe everyone should feel comfortable with who they are

U **USE of social networks:**
Be positive and appropriate online, we do not tolerate cyberbullying.

P **PRIVACY must be respected:**
We do not interfere with others belongings, we do not spread rumours, and we do not reveal secrets or personal information with the intent of causing harm or upset to others.



ANTI-BULLYING CHARTER

I will be proud of myself

I will bring a positive attitude to school

I will be honest and tell the truth

I will celebrate that we are all different

I will think about my actions and words; and how they affect others

I will speak up when I or others need help

I will not blame others for the choices that I make

I will not judge others because they are different to me

I will not keep quiet if I am being bullied or know someone who is being bullied

I will be an Upstander - not a Bystander

I will not bully or make others feel bad with my words or actions



STAND UP! SPEAK OUT! STAY SAFE!

Be inclusive.. to value and be respectful to everyone in the school community and beyond.



23. Appendix D

