Preventing and Tackling Bullying

(to be read in conjunction with the Right Respecting Behaviour Policy)

Article 36: Governments must protect children from all other forms of bad treatment

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Targeted low level incidents and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We aim, as a school, to provide a safe and secure environment where all can learn without anxiety. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. It may involve using text messages, emails, online games, social media or any digital technology in order to threaten, tease, upset or humiliate somebody. Langrish School treats cyber-bullying as seriously as all other forms of bullying and children are encouraged to tell somebody if they are being bullied in this way. Raising awareness of how to recognise, prevent and deal with cyber-bullying is also specifically addressed in dedicated lessons throughout the year, both as part of the ICT curriculum covering e-safety as well as through dedicated events such as Safer Internet Day and Anti- Bullying Week.

Prevention

Langrish School's response to bullying does not start at the point at which a child has been bullied. We proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

As a community we create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the

classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The following are some of the ways in which this ethos of mutual respect is created and developed:

- Weekly pastoral updates in staff meetings
- Comprehensive PSHE curriculum which includes internet safety
- Anti bullying workshops held in school and led by outside providers
- Links to anti bullying material, news and updates through recognised agencies such as 'Think U Know' and the Anti Bullying Alliance shared on the school website
- Workshops led for the children by outside agencies such as the Southern Domestic Abuse Service and NSPCC
- Class based discussions / circle times in response to issues
- Key workers identified for identified children
- Social communications group therapy
- Play therapy
- Staff training regularly identified

We engage all stakeholders in this process, as working together is crucial to ensuring an environment of mutual respect.

We involve parents to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents must feel confident that our school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

We involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Dealing with Bullying
Whenever concerns around bullying arise, whether at home, in the playground or in class, our approach is to share these concerns with class teachers in order to begin an investigation. All relevant parties will listen, support, share and monitor the situation. Any concerns raised are logged onto Target Tracker and the expectations outlined in the Rights Respecting Behaviour Policy will be actioned. Parents of all children involved will be invited in to discuss matters in order for the appropriate support to be offered to all parties.

Useful links:

The Anti-Bullying Alliance (http://www.anti-bullyingalliance.org.uk)

Kidscape (https://www.kidscape.org.uk)

Think U Know (https://www.thinkuknow.co.uk)

MindEd (https://www.minded.org.uk)

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Pupil Voice Appendix June 2018