ANTI-BULLYING (COUNTERING BULLYING) POLICY
This policy applies to the whole school

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: This policy complies with, The Education (Independent School Standards) (England) Regulations currently in force, Keeping Children Safe in Education (DfE: September 2023) and the National Minimum Standards (NMS) for Residential Special Schools (RSS) (DfE: September 2022) along with a reference to:

- Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 and the National Minimum Standards for Boarding Schools (NMS 2022).
- Preventing and tackling bullying (DfE: July 2017), Cyber bullying: advice for headteachers and school staff (DfE: 2014 and Advice for parents and carers on cyber bullying (DfE: 2014)

Prepared with reference to:

- Protecting children from bullying and cyber bullying (NSPC: updated February, 2022), Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE-DfE: 2022))
- Keeping Children Safe in Education (KCSIE September 2023)
- Behaviour in schools - Advice for headteachers and school staff (DfE, 2022)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Related Documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy and Procedures including Child Protection 17.1
- On-line Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship (Inclusive on RSE)
- Sexual Violence and Sexual Harassment policy inclusive of Child-on Child- abuse policy.

Designated Member of Staff responsible for Anti-Bullying: has overall responsibility for managing anti-bullying works in conjunction with the Head of Pastoral Care. Additionally, they have oversight of Behaviour Management at the School.

Aims: The purpose of this policy is to provide staff and volunteers working with children and young people in Landon School with an understanding of their responsibilities in preventing, addressing and intervening, to incidents of (or alleged) bullying.

It is based on principles of fairness, equality and diversity within all Landon School services that provide for children and young people with sensitivity to potential inequalities related to disability, ethnicity, race, gender, age, religious belief or sexual orientation. This policy should be read in conjunction with the Safeguarding Children policy, the Positive Behaviour Support Policy, the Supporting Behaviour in Schools Policy and the Use of Reasonable Force policy.

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Introduction: Thirty-four percent of autistic children and young people (CYPSs) say that the worst thing about being at school is *being picked on* (Reid, B. (2011). Great Expectations. London: The National Autistic Society). Autistic children have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret and/or infer their body language and expressions to guess what they are thinking or feeling.

This makes it difficult for autistic children to understand other people's intentions and inferences and makes them often an easy target for bullies. The Government has made tackling bullying in schools a key priority and the Department for Education (DfE) has made clear that no form of bullying should be tolerated. DfE guidance is set out in Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies, July 2017.

Definition of Bullying: Definition of Bullying: Bullying is behaviour by an individual or group, that "intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email)." Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; (Preventing and Tackling Bullying 2017).

Bullying is an extremely serious matter. it can cause psychological damage and even lead to suicide. It should be borne in mind that criminal laws may be invoked in cases of harassment and threatening behaviour. Peer on peer abuse is a focus of more recent editions of Keeping Children Safe in Education and is considered central to this Anti-Bullying Policy. While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation rituals and/or violence from pupils can also be abusive. These are equally not tolerated at Landon School and will be treated both as a safeguarding matter and will give rise to disciplinary action. If it is believed that a crime has been committed, it will be reported to the police.

A bullying incident should be treated as a child protection (safeguarding) concern where there is "reasonable cause to suspect that a child is suffering or likely to suffer significant harm." In this case, all of the safeguarding procedures are invoked, including submitting an initial concern form to the DSL, who will action the report in accordance with the school's Safeguarding (Child Protection Policy) the LADO will advise on escalation of the case and the involvement of the Police and /or Children's Social Care.
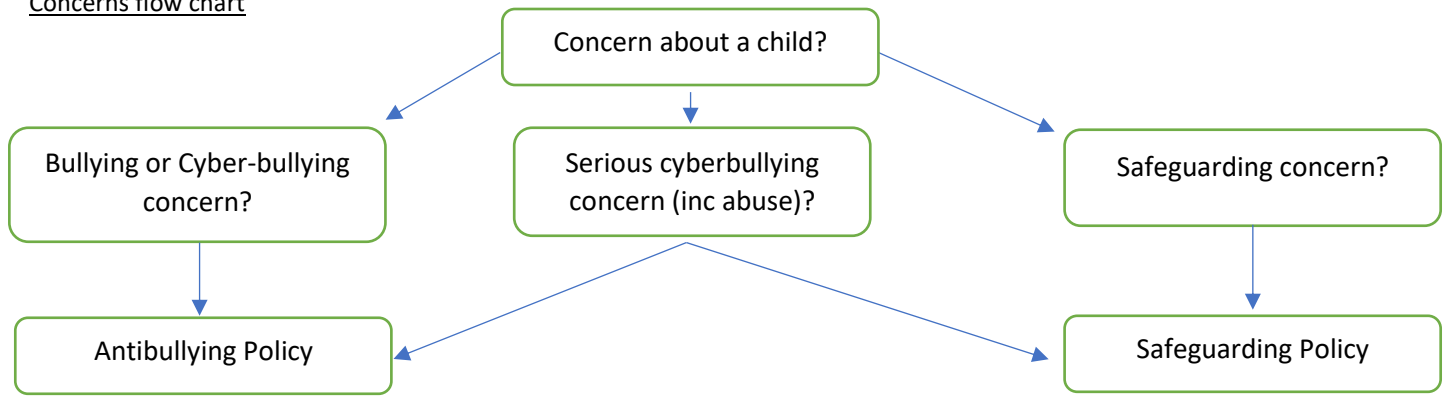
A Potentially Criminal Activity: Though bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If as a school, we feel that an offence may have been committed we would seek assistance from the police.

Bullying – Child Protection Related Issues: A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Hillingdon Safeguarding Children's Partnership on 01895 556006. Any kind of bullying is unacceptable. (Please refer to our Safeguarding Child Protection Policy for more details).

Bullying can take place:
- between pupils;
- between pupils and staff;
- by individuals or groups;
- face to face, indirectly or using a range of cyberbullying methods.

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                          │ Concern about a child? │
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        ┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
        │ Bullying or Cyber-bullying │  │ Serious cyberbullying │  │ Safeguarding concern? │
        │      concern?        │  │  concern (inc abuse)? │  │                      │
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        │  Antibullying Policy  │                          │  Safeguarding Policy  │
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Bullying can be:

- Emotional (indirect bullying) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity, or malicious rumors, e-mails or text messages (visual image abuse - real or manipulated images)
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Physical harm or its threat - pushing, kicking, hitting, taking or hiding belongings, punchingor any use of violence; deliberately destroying or damaging work or possessions or removing property
- Cyber-Bullying – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated etc
- Racist - racial taunts, graffiti, gestures
- Cultural – focusing on and/or playing off perceived cultural differences etc.
- Sexist – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - This is bullying which is directed towards people who are openly gay, bisexual, transgender, are perceived as gay, or show characteristics (heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims)
- Transgender – bullying children who are considering going through, are going through or have gone through, gender reassignment
- Religious - Attacking faith, belief, religious practice or custom
- Disability - remarking upon, drawing attention to, or discriminating against persons with disability including mental disability or learning difficulties
- Verbal - name-calling, sarcasm, spreading rumors, teasing
- Written – on paper
- Discriminatory bullying of protected characteristics under the Equality Act 2010 including pregnancy and maternity, marriage and civil partnership

We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated, and all accusations are to be taken seriously and dealt with. Bullying can take place between pupil and pupil, staff and staff or staff and pupil. It can also include initiation/ hazing type violence and rituals *(please see Child Protection Policy).*

We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the School. A common code of behaviour is expected from everyone in the School *(see Behaviour Policy).* All staff and volunteers at the school are expected to treat each other with a professional level of respect.

We have clear procedures to follow including who to tell and how to record bullying to enable patterns to be identified. We raise the awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We take action to reduce

the risk of bullying at times and in places where it is most likely. We invest in specialised skills to understand the needs of the children, including those with special educational needs or disabilities, and 'lesbian, gay, bisexual and transgender' (LGBT) pupils.

Signs and Symptoms: 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	attempts or threatens suicide or runs away
doesn't want to go on the school / public bus	cries themselves to sleep at night or has nightmares
begs to be driven to school	feels ill in the morning
changes their usual routine	begins to do poorly in school work
is unwilling to go to school (school phobic)	comes home with clothes torn or books damaged
begins to truant	has possessions which are damaged or " go missing"
becomes withdrawn anxious, or lacking in confidence	asks for money or starts stealing money (to pay bully)
starts stammering	has dinner or other monies continually "lost"
has unexplained cuts or bruises	is bullying other children or siblings
becomes aggressive, disruptive or unreasonable	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 & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Headteacher or other Senior Management knowing that their response will be sympathetic and appropriate.

The Role of Pupils: If any pupil is being bullied or someone who is being bullied is identified, they should report what is happening to someone else. If they feel uncertain about taking this step they may want to talk first informally to:
- Their parents
- Their teacher, tutor or any other adult in school
- School Nurse, matron or one of the assistants
- A senior pupil
- The head of Pastoral Care
- The Headteacher, Deputy head

All of these people will be happy to listen and help.

Reporting a bully does NOT count as 'telling tales'.
Bullying can only be stopped if someone is told.
Everyone has an important duty to help stop bullying, even as a bystander.

The Role of Pupils: If any pupil is being bullied or someone who is being bullied is identified, they should report what is happening to someone else. If they feel uncertain about taking this step they may want to talk informally first to:
- Their parents
- Their teacher, class teacher or any other adult in school
- Teaching assistants or auxiliary staff
- A senior pupil
- The Headteacher, Deputy headteacher
- Childline (0800 11 11)

All of these people will be happy to listen and help. We share this information regularly with our pupils through assemblies, class discussions and our PSHEE curriculum.

What Should the Pupils Tell an Adult?

Who has been bullying you?	How long has this been going on?
How many times has this happened to you?	Has anyone seen this happen? If so, who?
Has anyone else been bullied by the same person?	Have you told anyone else about this before?
Was anything done about it?	Have you done anything unhelpful that has not helped the situation?

Bullying of Autistic children: Landon School needs to differentiate between children and young people behaviours that result from, or are associated with autism, and those that can be described as bullying. In order to be classified as bullying the behaviour should have the characteristics of being directed, intentional, wilful and meant to cause harm or create stress in the targeted individual.

Supporting autistic children and young people develop an Awareness of Bullying: An autistic child can be helped to distinguish between bullying and one-off incident or misunderstandings by teaching the child social skills through role-play, or through solution-focused social scenarios. Older children may benefit from multiple-choice quizzes, in which they are taught to select appropriate responses to hypothetical situations.

Some children and young people with an ASD may need very explicit explanations of bullying, and perhaps a visual reference (e.g. a list or set of photographs, DVDs or pictures) that illustrates the difference between scenarios that constitute bullying and those, which are less serious peer conflicts or misunderstandings. Other pupils may prefer written or spoken explanations – account needs to be taken of individual learning styles and communication methods.

What Should Parents Do About Bullying? Inform the School if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy and the Home-School Agreement. Parents who are concerned that their child is being bullied or bullying, should contact their child's class teacher or the Headteacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Why is it Important to Respond to Bullying? Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Bullying is an extremely serious matter. It can cause psychological damage and even lead to suicide. It is worth remembering that in certain cases bullying can constitute harassment and threatening behaviour and as such is in principle subject to criminal sanctions, demonstrating how serious it is. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully(/ies) and the victim(s). All children in our school will be informed about bullying. They will be made aware that we are a 'telling school' they must tell an adult if they or someone else is being bullied and that this is not telling tales. Children will be encouraged to talk to their class teacher, Headteacher, support staff or parents.

The Role of the Headteacher: The Headteacher supports the staff in minimising bullying in our School. All Incidents of bullying are taken very seriously and dealt with appropriately. The Headteacher monitors bullying and reviews the school policy regularly. The Headteacher keeps records as required. The Headteacher implements the School anti-bullying strategy and ensures that staff are aware of the policy and know how to deal with bullying. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable. The Headteacher ensures that staff receive sufficient training to deal with bullying. The Headteacher sets the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is less likely.

Upskirting: In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Although we do not permit pupils to have mobile phones at school, and only digital cameras with express permission, we must ensure we are alert to the possibility that this could happen here. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. These are forms of bullying. If this is between pupils, we will follow the child-on-child abuse procedure. If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly. It is a safeguarding concern and must be reported to the DSL immediately. There are behaviours that would be considered as sexual harassment which may be precursors to upskirting. The use of reflective surfaces

or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved given appropriate guidance about their behaviour. Parents may be informed. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors. If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school, it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence. Any confiscated technology will be passed to the Headteacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation. If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

Prevent, Channel and FGM: An element of peer coercion (a form of bullying) may be present in attempts to radicalise pupils, this may present as cyber-bullying, through use of the internet and social media. In this circumstance the school would consider the involvement of Channel, and report to the police and appropriate bodies as detailed in the Safeguarding (Child Protection) Policy. There may be an element of peer coercion involved in FGM, with a similar cyber-bullying dimension, and staff should also follow all of the relevant safeguarding processes.

The School's Aims with Regard to Bullying:
- To make clear to children, staff, parents and guardians that bullying is unacceptable.
- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
- To provide a clear framework for dealing with incidents of bullying.
- To educate children in resisting bullying.
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- To instill in all members of the school community a sense of caring and kindness for one another in accordance with the school's ethos.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.
- To ensure that the adults in the children's world do not endeavor to diminish children so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self-esteem.
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.
- Pupils who report bullying incidents involving their peers will be reassured that they have taken the correct action and that no repercussions will result.

All staff must be alert to the signs of bullying. These could include:
- Verbal taunts;
- Children sitting on their own;
- Children being left out of activity groups during lessons;
- Reluctance to come to school or take part in activities.

Teachers are encouraged to adopt the following responses:
- We watch for early signs of distress in children.
- We listen, believe and act when a child tells us that he or she is being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why his or her behaviour is unacceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of his or her actions.
- We talk privately with the offending individual(s);
- We intervene to defuse a blatant act of bullying.

Reporting: All cases of bullying, or suspected bullying, should be referred to the Headteacher or a member of the Senior Leadership Team. The Anti-Bullying log of incident form should be filled in.

The Anti-Bullying log of incident Form: which is kept in the School Office asks for details of date, time, lesson or activity, perpetrators, victim, staff and/or reporting person, any witnesses. It requires the person completing the form to select all of the features of the incident which are present from the following list:

- Verbal abuse
- Spreading rumors
- Teasing
- Damaging/taking possessions
- Threatening
- Physical abuse

- Racist
- Sexual
- Homophobic/GLT
- Religious
- Criticism of family/carers
- Preventing work/homework

- Social networking
- Text message
- Email
- Other forms of bullying including other forms of cyber bullying

Further details are elicited, including:
- whether the incident was isolated or part of a pattern
- the date and time of the call when the parents of the perpetrator(s) victim were informed
- the action taken and sanction imposed on the perpetrator; remedial support planned
- the action taken and support provided for victim
- whether the incident was reported to the police or social services using safeguarding procedures
- Exclusion from activity
- Exclusion from activity

The DSL is responsible for coordinating and monitoring the response to a bullying incident and will arrange support and review processes. Information regarding bullying incidents be monitored and feedback will be given to specific staff as as appropriate, and more broadly during staff training. The Headteacher also monitors behaviour and any cases of bullying to enable patterns to be identified and effective responses planned.

Sanctions may include withdrawal from favoured activities or loss of free time and are broadly in line with the scale of sanctions. If bullying persists, the parents of the perpetrator and victim are called to discuss the situation with the Headteacher.

Preventative Strategies: Should be based on the following principles:
- Effective leadership that promotes an open and honest anti-bullying ethos.
- Adopting individual positive behaviour support management as preventative measures.
- Use of curriculum/learning opportunities (Personal, Health, Social and Citizenship Education) can be used to draw out anti-bullying messages.
- Use of opportunities throughout the school/service calendar and at certain times of the day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week; and school assemblies).
- Engaging children and young people, as well as parents/carers/guardians in the process of developing the anti-bullying policy and promoting open and honest reporting.
- Reviewing the school/service environment. In particular looking at staff supervision patterns.

Anti-bullying Strategies The aims of school/service anti-bullying strategies and intervention systems are:
- To prevent, de-escalate and/or stop any continuation of harmful intentional negative behaviour.
- To respond to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the child or young person who has experienced bullying and to trigger sources of support.
- To apply corrective and supportive strategies to the child or young person responsible for the bullying and ensure that they can resolve and be equipped at their level of functioning about potential causes.
- Schools will be pursuing strategies that draw on a range of preventative, proactive and educational practices such as: a) participating in anti-bullying week, b) making informative links between behaviour and safeguarding.

Reactive Strategies: The most obvious reactive strategy is the use of disciplinary actions and learning programmes to deal with those children and young people who are found to be bullying. Supportive strategies have three main purposes, namely to:
- Enable the perpetrator to become aware of what he/she has done
- Enable him/her learning different responses and decrease the likelihood of this pattern of behaviour to be repeated

- To highlight the supportive ethos and philosophy for both the perpetrator and victim (or alleged victim) that bullying is unacceptable

Other Anti-Bullying Strategies Adopted by this School:
- Acknowledges the problem. Bullying happens everywhere in our society, including the staff-room.
- Asking children what they feel constitutes bullying. Discussions about what is and is not bullying can help form the basis for the school's anti-bullying policy.
- Has a whole school approach in which children, staff and parents work together to create an environment where bullying is not tolerated.
- We involve our pupils in anti-bullying activities within the classroom through our PSHEE Curriculum (including assemblies, projects, drama and the discussion of differences between people and the importance of avoiding prejudice-based language.
- Landon School finds ways to help those who are bullying change their behaviour. Punishing bullies doesn't end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.
- Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help children make friends.
- There are strategies for introducing new children to Landon School.
- We involve our pupils in anti-bullying activities within the classroom. Using these educational elements, we discuss differences between people and the importance of avoiding prejudice-based language.

Listening and speaking skills to express appropriately how we feel Assemblies: Assemblies are delivered by the Headteacher, Deputy and Assistant Headteacher and class teachers. Pupils also devise class assemblies which may feature respect for diversity, justice, role models and other concepts which contribute to our whole school rejection of bullying. Key stage specific assemblies are delivered by the Headteacher and are age appropriate, examples being:

Teachers support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

PSHE: Our PSHE Long Term Planning supports our anti-bullying strategy. Examples of how we embed anti-bullying in the curriculum are:
Year 3/4
- Relationships (showing appreciation, keeping safe online)
- Rights and responsibilities (being a school citizen, seeing things from others' perspective)
- Celebrating difference (accepting self and others)
Year 5/6
- Relationships (mental health)
- Rights and responsibilities (how behaviour affects groups)
- Celebrating difference (empathy, inclusion/exclusion)

ICT: The ICT Co-ordinator is responsible for educating the pupils in the safe use of IT as part of the Anti-bullying Strategy. The school provides a filtered Internet service, and pupils are taught and encouraged to be responsible and aware when accessing Internet resources. Discussion on cyberbullying reinforces that cyberbullying by any member of the school community is not tolerated. Rules for Internet access are posted in all rooms where computers are used.

Training: Safeguarding training, including anti-bullying is cascaded to staff when the DSL and DDSL attend courses. Staff are reminded at staff meetings about anti-bullying procedures and contribute to reviews of incidents. Our staff keep up to date with online safety through our in-house training and updates.

Liaison: We liaise with other schools, the police, parents, CAMHS, Children's Social Care, Scallywags and other outside agencies, to minimise the risk of bullying in the wider community and involve these parties if bullying occurs.

Monitoring: The Proprietor with responsibility for Safeguarding monitors the implementation of the Anti-bullying Policy. They speak to staff and pupils on his regular visits to ensure that they understand what to do if bullying occurs this is part of their wider duty as Safeguarding monitor.
Cyber-bullying: Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact

, against a victim who cannot easily defend him or herself. This is the use of mobile phones, social networking sites, internet or other modern communication technologies to embarrass, humiliate, threaten, or intimidate someone. The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school.

. (ChildNet) Cyber-bullying is a different form of bullying that can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Wider search powers included in the 2011 Education Act give schools stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Here are some examples of cyber-bullying:
- **Text message bullying** – sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video clip bullying via mobile phone cameras** or webcam, including Upskirting including sending or posting messages or images of the victim without their explicit consent.
- **Phone call bullying** – can include silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- **Email bullying** – sending bullying or threatening messages, often using someone else's name to pin the blame on them.
- **Chat room bullying** – involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** – where children and young people are sent unpleasant messages as they conduct real-time conversations on line.
- **Bullying via social networking websites** – includes the insulting blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying (Facebook, Instagram, Twitter, Snapchat, etc).
- **Sexting** (also called youth-generated sexual imagery) – young people (under 18) who share sexual imagery of themselves, or peers, are breaking the law. There is, unfortunately, scope for this fact to be exploited as bullying.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:
- invasion of personal space – the victim can never escape it;
- the potential anonymity of the bully;
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

Students should remember the following:
- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.
- Don't retaliate or reply online.
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter.
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

We will offer parents information sessions on the dangers of cyber-bullying and on-line child protection issues at regular intervals. Our ICT Co-ordinator has a duty to deliver age-appropriate guidance and information on cyber-bullying to all of our pupils.

Responding to Cyber-Bullying: If the school were to find that a member of the school community was involved in cyber-bullying, our approach would follow the same procedures as the other types of bullying identified, including our child protection procedures where appropriate. This may include working with the police in serious cases.

Online Forms of Abuse (Also see our Safeguarding Child Protection Policy): Information and communication technology (ICT)-based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages. This can also include child sexual abuse. All staff are alert to the signs that a child may be at risk of may have been abused online and will follow the school's child protection procedures (Please see our Child Protection Policy for more details).

Prejudice-Based and Discriminatory Bullying (because of a protected characteristic): This is defined in Preventing and Tackling Bullying (July 2017) as bullying related to an individual or group 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. Any bullying on the basis of protected characteristics is taken particularly seriously.

Anti-Bullying Code

Principles: Every person has the **RIGHT** to feel secure and happy at Landon School School. Our School Community will not tolerate any unkind actions or remarks. Any unkind actions or comments will be called bullying.

- No child should suffer verbal abuse.
- No child should suffer physical violence.
- No child should feel victimised by another.
- No child should feel excluded from activities.
- Every child has a **RESPONSIBILITY** to ensure that harassment is not tolerated.
- Every child is **ENTITLED** to the respect of others.
- Staff guarantee to take bullying seriously and deal with each incident appropriately and discreetly.
- Persistent offenders may be excluded, in extreme cases, permanently.
- Bullying is one aspect of behaviour which causes hurt and anxiety to children.
- Bullying is an issue which often causes parents concern.
- A child is considered to be a bully if she/he knowingly commits unkind acts towards another individual.
- Bullying may include:-
  - o Physical harm or threat of physical harm.
  - o Destroying, damaging or hiding property.
  - o Spreading rumours.
  - o Name calling or teasing.
  - o Deliberately excluding someone from an activity.

Although bullying implies intent, accidental incidents of this sort are to be taken seriously, requiring appropriate educational responses

Further resources:

Some excellent resources are to be found in the following locations:

Childline: 0800 1111   **National Society for the Prevention of Cruelty to Children (NSPCC):** 0800 800 5000

Samaritans: 116123   **National Bullying helpline:** 0300 323 0169

- The Anti-Bullying Alliance. Founded by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. http://www.antibullyingalliance.org.uk/
- Childnet International. Particular expertise and guidance on internet safety and cyber-bullying prevention https://www.childnet.com/
- Kidscape. Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. http://www.kidscape.org.uk/
- The Bullying Intervention Group (BIG): offer a national scheme and award for schools to tackle bullying effectively. https://www.bullyinginterventiongroup.com/what-is-it/
- Stand up to Bullying offers advice for parents and children about dealing with bullying. www.standuptobullying.co.uk
- Cyberbullying Research Center   www.cyberbullying.org
- Bullying UK www.bullying.co.uk

Recording of Bullying Incidents: Staff at Landon School Preparatory School create and maintain a written log on the Child Protection Management System (CPOMS) of all incidents of bullying, thus enabling staff to identify patterns in bullying from the written records if there are any. Incidents based on protected characteristics are distinguished in written records. This facilitates monitoring of success in meeting of other standards, for example instilling values of tolerance and respect and actively promoting the wellbeing of students. **Remember we are a *'TELLING SCHOOL'*. Bullying in any form will not be tolerated.**

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

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APPENDIX A – STAFF PROTOCOL FOR ADDRESSING ISSUES OF BULLYING

If Bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

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The DSL or Section DDSL will acknowledge receipt of the report and address the issue in line with the outlined procedures in the Anti-Bullying (countering bullying) policy.

A clear account of the incident will be recorded on the schools Child Protection Online Management System (CPOMS), linking all the students involved in the incident. The CPOMS log is categorised as a bullying incident.

SPECIALIST:
Where the law has been broken and/or there is a serious safeguarding concern the school will partner with the Police and SSCP

TARGETED:

All reported concerns are viewed as safeguarding issues. Support is provided through the DSL/DDSLs/School Counsellors and sanctions are applied if school rules have been broken. Data analysis that highlights contextual issues are addressed through targeted interventions

UNIVERSAL:
Students, faculty and staff receive training on how to recognise, report, manage and address all issues of bullying. All students can share worries with a trusted adult or through using the Student Voice Reporting tool (MS/US students only).