

ANTI-BULLYING (COUNTERING BULLYING) POLICY

This policy applies to the whole school

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

Ages 5-19

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:

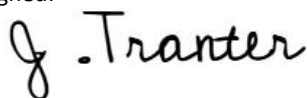
- Protecting children from bullying and cyber bullying (NSPC: updated February, 2022), Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE-DfE: 2022))
- Keeping Children Safe in Education (KCSIE September 2024)
- Behaviour in schools - Advice for headteachers and 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),
- 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.

Policy Agreed: May 2025
Date Updated: November 2025
Next Review: November 2027

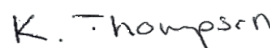
Signed:



Mr Jody Tranter
Headteacher



Mr Andy Thompson
Proprietor who is the Chair of the Advisory
Board



Katie Thompson
Proprietor's agent



Designated Member of Staff responsible for Anti-Bullying: The Headteacher has overall responsibility for managing anti-bullying. 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.

Introduction: Thirty-four percent of autistic children and young people (CYPs) 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 and young people 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 pupils to understand other people's intentions and inferences and makes them often an easy target for bullies. In secondary settings (ages 11-18), bullying may become more covert and psychologically sophisticated, including relational aggression, social exclusion, and cyber-bullying through multiple digital platforms. Adolescents with autism may face additional challenges around peer relationships, social hierarchies, and understanding age-appropriate social norms. The transition to adolescence brings particular vulnerabilities including increased awareness of difference, pressure to conform to peer group norms, and the complex social dynamics of teenage friendships and relationships.

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.

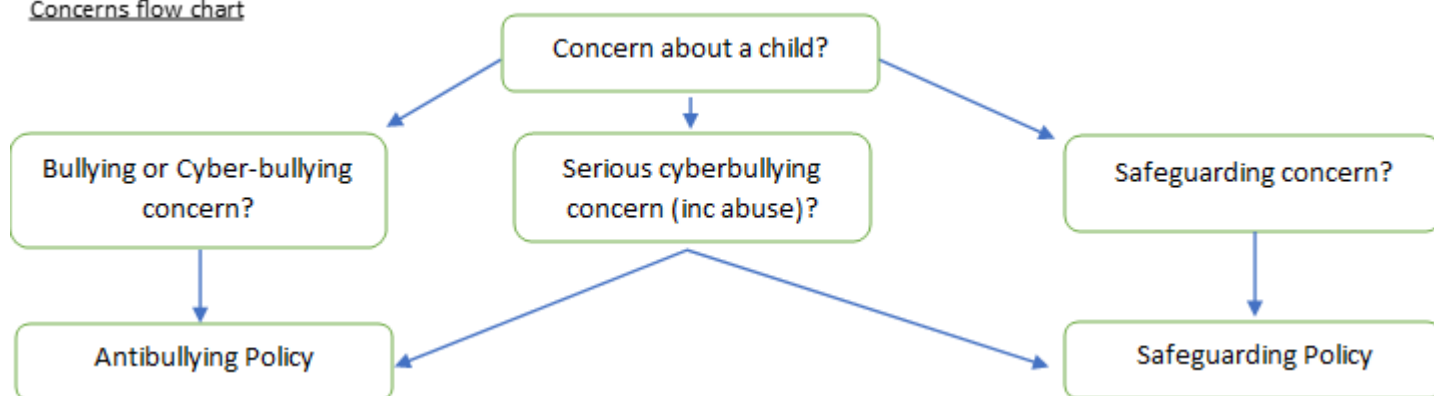
A Potentially Criminal Activity: Though bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, 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.

Concerns flow chart



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 rumours, e-mails or text messages (visual image abuse - real or manipulated images). In secondary settings, this may include manipulating peer groups, spreading false information through social media, or creating hostile online environments.
 - 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). This is particularly relevant in secondary settings where peer group dynamics become more significant.
- Physical harm or its threat - pushing, kicking, hitting, taking or hiding belongings, punching or 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, gaming platforms, messaging apps (e.g. WhatsApp, Snapchat, TikTok), and emerging digital platforms. Secondary-age pupils often have greater access to personal devices and social media, increasing the potential for sophisticated cyber-bullying including deepfakes, doctored images, and coordinated online harassment campaigns.

- 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 based on gender. In secondary settings, this may include sharing explicit images, making sexualised comments about physical development, or pressuring pupils into unwanted romantic or sexual situations.
- Sexual - unwanted physical contact or sexually abusive comments. This is of particular concern in adolescence and may include sexual harassment, sharing of intimate images without consent, sexual coercion, and unwanted sexual attention both in person and online.
- 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). In secondary settings, issues of sexual identity and orientation become more prominent, and pupils may face increased vulnerability during this developmental phase.
- Transgender - bullying children or young people who are considering going through, are going through or have gone through, gender reassignment. Adolescence is a key period for gender identity development, and secondary-age pupils may be more vulnerable to identity-based bullying.
- 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. In secondary settings, bullying related to SEND may become more subtle and psychologically harmful as pupils become more aware of differences.
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Written - on paper
- Discriminatory bullying of protected characteristics under the Equality Act 2010 including pregnancy and maternity, marriage and civil partnership. These characteristics may be more relevant in secondary settings where pupils may experience relationships, pregnancy, or other adult milestones.
- Relationship-based bullying - including pressuring peers into romantic or sexual relationships, controlling behaviour within teenage relationships, and breaking up friendships through manipulation.
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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 wellbeing of the staff and learners 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 learners, including those with special educational needs or disabilities, and 'lesbian, gay, bisexual and transgender' (LGBT) pupils. For secondary-age pupils, we recognise the vulnerabilities during adolescence and provide age-appropriate support and intervention strategies.

Signs and Symptoms: A child or young person 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 schoolwork
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 learners 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

Additional signs that may be more common in secondary-age pupils (11-18):

Withdrawal from friends or social activities that were previously enjoyed	Excessive or secretive use of mobile phones or social media, or conversely, sudden avoidance of digital devices
Changes in eating habits or significant weight loss/gain	Unexplained requests to change classes, friendship groups, or avoid certain areas of school
Self-harm or talk of self-harm	Signs of depression, anxiety, or other mental health concerns
Reluctance to discuss school life or online activities	Increased isolation or spending excessive time alone
Changes in body language when around particular individuals or groups	

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Children and young people 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 Headteacher, Deputy head

All 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, form tutor, or any other adult in school
- Teaching assistants or auxiliary staff (Primary) or Learning Support Assistants or pastoral staff (Secondary)
- A senior pupil (if available or a peer supporter)

- The Headteacher, Deputy headteacher, or Head of Year (Secondary)
- Childline (0800 11 11) or other external support services
- All these people will be happy to listen and help. We share this information regularly with our pupils through assemblies, class discussions, form time, and our PSHEE curriculum. In secondary settings, we also provide age-appropriate information about online safety, healthy relationships, and how to recognise and report different forms of bullying including cyber-bullying and sexual harassment

Secondary-age pupils should understand that witnessing bullying and not reporting it can make them complicit, and that supporting victims and reporting incidents is a mark of maturity and responsibility.

All 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?
Do you have any screenshots, messages, or other evidence? (particularly relevant for cyber-bullying in secondary settings)	

Bullying of Autistic children and young people: 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. 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 or young person can be helped to distinguish between bullying and one-off incident or misunderstandings by teaching them social skills through role-play, or through solution-focused social scenarios. Older pupils may benefit from multiple-choice quizzes, in which they are taught to select appropriate responses to hypothetical situations. In secondary settings, social stories, video modelling, and peer mentoring schemes may also be effective strategies for helping adolescents with autism understand and navigate complex social 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.

We also strive to empower individuals who are unable to communicate, helping them enhance their communication skills and report bullying effectively.

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 or young people being bullied or who are bullying can sometimes be very similar. With older learners 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 and young people 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. Learners 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 learners 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 learners 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 decide 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 the relevant safeguarding processes.

The School's Aims with Regard to Bullying:

- To make clear to learners, staff, parents and guardians that bullying is unacceptable.
- To equip our learners with the necessary tools to communicate and report acts of bullying.
- To encourage openness in which learners, 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 and young people in resisting bullying.
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- To instil 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 because of staff always being respectful towards learners, learners will internalise and model these human encounters and thus treat each other respectfully.
- To ensure that the adults in the learners' world do not endeavour to diminish children and young people 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 and young people, 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;
- Learners sitting on their own;
- Learners 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 learners.
- We listen, believe and act when a child tells us that he or she is being bullied.
- We intervene to stop the child or young person who is bullying from harming the other learner/s.
- We explain to the learner doing the bullying why his or her behaviour is unacceptable.
- We give reassurance to the learner/s who have been bullied.
- We help the learner 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 the features of the incident which are present from the following list:

