



LANCING COLLEGE PREPARATORY SCHOOL AT WORTHING

ANTI-BULLYING POLICY (Including Cyber-bullying)

Introduction

This policy applies to the whole school, including the EYFS.

Reviewed in September 2023 by Nick Grimshaw.

Next review due: Before the start of the Autumn Term 2024

This policy should be read in conjunction with:

The Positive Behaviour Policy, including rewards and sanctions and exclusion,

The PSHEE schemes of work

The Safeguarding Policy

The Promoting Fundamental British Values Policy

The SEND Policy

Responsibilities

The Head has overall responsibility for the positive behaviour of the children in the School which includes the prevention of bullying. On a day-to-day basis this responsibility is delegated to the Senior Assistant Head in the Prep and the Head of Pre-Prep.

It is the responsibility of all adults to implement the Anti-bullying Policy consistently throughout the school.

Annual staff training in Safeguarding includes safeguarding children from bullying, in school, outside school and online including SEND and LGBTQ+ pupils. It aims to raise staff awareness so that the principles of school policy are understood, legal responsibilities are known, action is designed to prevent problems and sources of support are clearly indicated. In addition, any bullying or potential bullying issues are discussed at our weekly SLT and staff meetings.

We work closely with our parents on all matters and, at our annual Welcome Evening which takes place in September, we speak about our expectations regarding general behaviour and in particular bullying. The Anti-Bullying Code is highly visible in the pupils' homework diaries for both pupils and parents to refer to and it is also highly visible in classrooms around the school. Our aim for the children to be kind is shared regularly and repeatedly with pupils and their parents.

Overview and Definition

The aims and objectives of this policy are to ensure that every pupil feels safe within the school environment. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. This is also part of the school aims. All pupils should know what to do if they are being bullied and should feel confident that if they are being bullied something will be done to stop it immediately.

Pupils are taught that bullying is “any behaviour or action repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally, and is often motivated by prejudice against certain groups, for example, on of grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.”. The behaviour is repeated over time and not a single incident. However, we will take action in response to a single incident and make an appropriate record. This will assist to spot patterns and to ensure the single incident does not become the first of a series.

Through PSHEE and assemblies, including our annual Anti-bullying assembly at the start of Anti-Bullying Week in November, children are repeatedly reminded of our aim and our expectation for them to be kind, tolerant and respectful members of our community and to understand that we are all different. They are taught the importance of avoiding prejudice-based language and that bullying comes in various forms. It can happen at any time and in any place around the school. Bullying is extremely serious, whether physical or emotional. It can cause lasting psychological damage and in the worst cases suicide. Bullying on the basis of protected characteristics is taken particularly seriously. We have a zero-tolerance approach to bullying. This includes banter both in and out of the classroom.

Pupils are also taught, through PSHEE and assemblies, including our annual Anti-bullying Assembly, that they have a part to play in the prevention of bullying, including when they find themselves as bystanders. The school also have an elected Anti-Bullying Committee which meet once a term to aid the prevention of bullying.

Bullying may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, and email. Please see section on Cyber bullying later in this policy.

Great discretion is needed when judging behaviour: isolated incidents of name calling are sometimes bad behaviour rather than bullying and the hiding of other children’s possessions is not always bullying.

Pupils understand our Anti-Bullying Code and the part that they play in preventing bullying including when they find themselves as bystanders. They also understand

that they need to tell someone they trust if they are a victim or if they witness any bullying behaviour.

Incidents of misbehaviour and bullying are recorded by the Senior Assistant Head and teachers in our *Pupil Notes on Isams*, *Record of Bullying Incidents* and *Sanctions Imposed for Serious Misbehavior File* and thus patterns can be identified and cross referenced. The monitoring and prevention of bullying is a high priority for us and in our small family school it is unusual and therefore usually relatively straightforward to deal with. It is the duty of any member of staff to ensure that they inform the Senior Assistant Head immediately if they suspect bullying is taking place.

In the EYFS, issues of bullying will be dealt with by the Head of Pre-Prep and EYFS who will inform any other member of staff as necessary, including the Senior Assistant Head and Head. The Senior Assistant Head keeps an anti-bully log online so that patterns in bullying behavior can be identified and appropriate action taken. This forms part of the observations for Personal, Social and Emotional development looking particularly at managing feelings and behaviour and making relationships.

The school uses a wide range of opportunities to promote good behaviour, respect, and tolerance, and provide pupils with the opportunity to discuss issues, such as differences between people and the importance of avoiding prejudice-based language. We also aim to build our pupils' resilience so that they can protect themselves and their peers through their education and information. These opportunities can be taken, for example, in PSHEE lessons, assemblies, tutor time and circle time, and some lessons, such as RS and English. All these are led by caring and supportive staff.

Staff and pupils must report bullying, including cyber-bullying outside school and all staff and parents know to report a serious bullying issue to external agencies if applicable, such as police or children's social care. Incidents will be treated as a child protection concern when there is reason to believe that a child is suffering or likely to suffer significant harm.

Regular staff training (including Child Protection (Safeguarding) induction and update training) raises awareness and ensures that school policy is understood, and responsibilities are known, legal responsibilities are known, actions are defined to resolve and prevent problems, and sources of support are explicitly shared. Where appropriate, the school invests in specialised skills to understand the needs of our pupils, including those with special needs or disabilities, and lesbian, gay, bisexual, and transgender (LGBTQ+) pupils. All staff know that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. All staff are aware of their responsibility to pass on information about any bullying concern/incident to the DSL either as a written note or via MyConcern.

Bullying issues are discussed with parents, and the school works closely with parents to support their children, including making clear to children the part they can play to prevent bullying.

Any form of bullying is unacceptable, and the consequences are made clear to both the bully and their parents. Each case of bullying is rigorously dealt with, and both the victim and the bully are given as much support as possible to prevent any reoccurrences. We want to ensure that our pupils respect each other and enjoy each other's company as well as feeling good about themselves.

Every classroom displays our Anti-Bullying Code and each pupil in the Prep School can access the Code through the VLE. Our induction programme for every child at the beginning of the academic year discusses the Anti-Bullying Code alongside our Code of Conduct.

Anti-Bullying Code for LPW

What is bullying?

Bullying is persistent action taken by one or more people with the deliberate intention of hurting another person, either physically or emotionally. It can take many forms; racial, religious, cultural, sexual, sexist, homophobic, cyber and the bullying of disabled children or those with special educational needs.

How can we recognise bullying?

Bullying can be:

- *Physical: pushing, kicking, hitting, punching or any use of violence*
- *Verbal: name calling, banter, sarcasm, teasing, discriminatory remarks, and threatening comments*
- *Emotional: excluding someone from a game or activity, spreading rumours or tormenting (e.g. hiding books, threatening gestures) intimidation*
- *Cyber: hurtful comments on social media including Facebook, Instagram, Snapchat, and chat rooms*

*Every child, teacher and parent has a **responsibility** to ensure that bullying is not tolerated, and every member of our community is **entitled** to the respect of others regardless of their differences.*

If you are concerned about bullying behaviour towards you or another pupil whilst you are a member of our community; please speak to someone you trust immediately. This can be bullying outside school as well as in school, cyberbullying as well as face to face bullying. This could be a close friend, your form teacher, Mr Grimshaw, Ms. Bennett, or any adult in the school. You can also contact CHILDLINE on 0800 1111.

We can help; you never need to suffer in silence.

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Examples of bullying behaviour:

Physical: pushing, kicking, hitting, punching or any use of violence.

Verbal: name calling, sarcasm, 'banter', spreading rumours, teasing.

Emotional: excluding, tormenting (e.g. hiding books, threatening gestures) intimidation.

Religious and Cultural: including verbal.

Racist : racial taunts, graffiti, gestures

Sexual: unwanted physical contact or abusive comments. ([A new NSPCC helpline 0800 136 663 went live on 1 April 2021 to support potential victims of sexual harassment and abuse in education settings to provide appropriate support and advice to children and adults who are victims of sexual abuse in schools](#))

Homophobic: (lesbian, gay and bisexual pupils) unwanted abusive comments

Gender: male/female/transgender

Cyber (use of ICT): mobile phone, internet, chat rooms, websites, digital cameras. For more information on cyber-bullying please refer to the end of this document.

Disability: unwanted physical, verbal, or emotional actions relating to disability.

Special Educational Needs: verbal comments and/or abuse directed at a person's special educational needs.

Personal: comments about home background, for example if a child is adopted, if a child is a carer or about a child's carer.

Banter: the exchange of teasing remarks to another pupil. (For more information about banter please cross reference our Positive Behaviour Policy).

Children who bully

Those involved in bullying often find it difficult to control some aspects of their character. They may feel empathy or guilt about what they are doing to others and may themselves be victims of bullying.

We understand the need to help both the victim and the bully. The bully needs to accept responsibility for their action whilst understanding what went wrong. They must be provided with support so as not to repeat offensive behaviour. Some children who bully suffer from low self-esteem and part of the healing process will involve strategies to help with this. At times blame is not one sided and the full truth may sadly never be fully established. Exclusion is extremely rare and sometimes counselling may be required.

Identifying victims of bullying

Victims of bullying may be pupils who are new to class/school, different in speech or appearance, suffer from low esteem, nervous/anxious or they may demonstrate reactions which 'entertain' other children when teased or provoked.

Bullying is often motivated by prejudice or fear, so staff are trained to understand the needs of all our pupils including those with special educational needs or protected characteristics.

Children who are being bullied may exhibit:

- Unwillingness to return to school
- Excessive anxiety
- Becoming inward and quiet or reluctant to say what is wrong
- Books, bags, or belongings suddenly going missing
- Change to established habits
- Low/diminished self confidence
- Frequent visits to the front office with headaches, stomach aches etc.
- Unexplained cuts and bruises
- Frequent absences or late arrivals to class
- Displaying repressed body language and poor eye contact.
- A desire to move places in class

There may be other causes which lead to the above or a combination of the above and any signs of these should be investigated by parents and teachers.

Cyberbullying

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to hurt or upset someone else. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation, or impersonation. Cyberbullying may involve the use of email, VLEs, chat rooms, web sites, social networking sites, mobile phones, digital cameras, games, and virtual world sites.

Some features of cyberbullying are different from other forms of bullying: Cyberbullying can take place 24/7, intruding into the home and places that have previously been regarded as safe and private.

The audience can be very large and rapidly reached. The difficulty in controlling electronically circulated messages means that the scope and scale of cyberbullying can be greater than for other forms of bullying.

The profile of the person being bullied, and bully may not rely on traditional power imbalances.

The target of the bully will have evidence of its occurrence through the 'digital footprint', which can potentially be used as evidence.

There may not be a clear intention to hurt or distress, in some cases. The person responsible may not realise that remarks are publically accessible or persistent or the amplified effect that technologies produce.

We believe that pupils can be positively used to combat cyberbullying through the awareness and positive intervention. There are various opportunities to hear and respond to pupil voice through the School Council and the Anti-Bullying Committee.

Cyberbullying: roles and responsibilities for online safety

Our Child Protection (Safeguarding) Policy states that: Every pupil should feel safe and protected from any form of abuse (including that perpetrated by the use of technology i.e. Cyberbullying – 1.8)

The Director of IT and the Head take a lead on incidents of the misuse of IT and in overseeing anti-cyberbullying activity. They work closely with the Senior Assistant Head (DDSL) and Safeguarding Lead whose role is to oversee the wider safeguarding strategy including online safety. The Head of IT teaches online safety as part of the IT curriculum and is responsible for the effective delivery of this.

The Head of PSHEE liaises with the Head of IT, the Senior Assistant Head and Head of Pre-Prep in ensuring the delivery of age appropriate PSHEE focused on such issues.

The school has robust data protection policies, and the management of personal data is in line with statutory requirements under the terms of the Data Protection Act. The Data Controller is Mark Milling, Bursar at Lancing College (Chief Privacy Officer)

Cyberbullying and the Law

Whilst there is not a specific criminal offence called cyberbullying, activities can be a criminal offence under a range of laws including:

The Protection from Harassment Act 1997

The Malicious Communications Act 1988

Section 127 of the Communications Act 2003

The Public Order Act 1986

The Defamation Acts of 1952 and 1996.

Cyberbullying: Advice for Headteachers and School Staff 2014

Acceptable Use Policies

These govern both pupil and staff use of technologies. All pupil and staff users of ICT within the school agree to abide by and within these policies.

The policies scope includes:

Rules on the use of equipment, software and network access provided by the school (e.g. iPads, VLE, internet access).

The use of staff and pupil owned equipment and internet access routes, where they are used on school premises (e.g. mobile phones, laptops, digital cameras).

Acceptable behaviour for pupils and employees, including behaviour out of school where potential harm to others or bringing the school into disrepute might be occasioned.

Combatting Cyberbullying

All pupils in the Prep School are trained in Digital Safety awareness, including age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information / photographs.

An annual *Digital Safety Training for Parents* morning at Lancing College invites parents of pupils in Years 7 and 8 to develop their awareness of Digital Safety. Our police liaison officer was invited to speak to all our parents about Digital-safety annually until this post was removed at the beginning of this academic year. The Head and Deputy Head speak to all pupils in Years 5 – 8 annually about Digital safety and write to the parents about keeping their children safe online, particularly in relation to social media. In addition, children are taught how to stay safe online in their IT lessons by the Head of IT.

A number of staff have undertaken specific online safety safeguarding training including the Head of PSHEE and Head of IT. This has been cascaded to the staff.

The Positive Behaviour Policy, the Code of Conduct, Acceptable Use Policies, and the Child Protection (Safeguarding) Policies all outline school guidance and information relevant to cyberbullying.

Acceptable Use Policies provide guidance in the classroom and beyond for all users including staff, pupils, and visitors, as does the Social Media Policy. There are clear sanctions outlined for the failure to adhere to these policies.

The College's commitment to the ICT infrastructure, to developing teaching and learning strategies using the VLE and iPads and to fostering independent learning ensures that engaging use of technologies is supported, and the positive use of technology is modelled through safe and effective practice.

Pupils are taught how to keep themselves safe when using ICT and are aware of their responsibilities in their use of such technologies.

Pupils at Lancing Prep Worthing are not allowed to bring mobile phones or other devices which connect to the internet into school. If a pupil needs a mobile phone as they travel to school independently, they must hand it in to the Senior Assistant Head on duty on arrival at school. It is returned to the pupil on departure. Pupils who fail to hand their phones in, receive sanctions according to the sanctions described in the Positive Behaviour Policy.

The school may, in law, confiscate and search any mobile phone where there is reasonable cause to believe it contains pornographic images or has been used to

commit an offence or contains material which could cause personal injury to any person (including the pupil owning it.)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The school's technical provision and infrastructure filters and monitors inappropriate content and alerts the school to safeguarding issues; and the IT Department at Lancing College are active in flagging concerns.

The school provides class sets of iPads for use in classrooms. These are monitored closely by the teachers in class and are subject to the school's filters which monitor inappropriate content and alert the school to safeguarding issues. Pupils who misuse school iPads are subject to the sanctions described in the Positive Behaviour Policy.

Through a focus on Safer Internet Day; through discussion; through PSHEE and through the PSHEE for Parents Programme at both the school and Lancing College, the school builds resilience and awareness in our pupils as well as ensuring our parents are informed about online safety and the part they can play.

Procedures for dealing with cyberbullying

Teachers should respond as for any bullying incident with the addition that:

The victim should be advised to keep any records of the abuse – text, emails, voice mail, web site or instant message. Screen shots should be taken of messages or web pages and a careful record taken of time, date, and site address.

The member of staff should collect such information as is immediately available (e.g. copies of emails, text messages, photos) and pass on this material/ evidence to those undertaking further investigation.

The victim should be advised not to retaliate to incidents.

If brought into school, a phone / iPad/ other device which is deemed likely to have been used in cyberbullying should be removed from the likely perpetrator and may be searched.

The list of appropriate people to whom such an incident be reported would include the Director of IT at Lancing College.

Procedures to follow when reporting bullying, including cyber-bullying, and bullying outside school

Any staff member suspecting that a child is being bullied or seeing clear evidence of bullying, including cyber-bullying, or bullying outside school, must report this immediately to the Senior Assistant Head who will report it to the SLT. A record is made in the *Pupil Notes* in ISAMS for all children concerned, the *Record of Bullying Incidents* and in the *Record of Sanctions for Serious Misbehavior* as and when sanctions are applied. This ensures that bullying issues can be monitored, and patterns identified. It also enables us to note the effectiveness of the approach adopted by the school.

Sanctions

For bullying these could range from a quiet word with those involved to expulsion, depending on the nature of the incident and the previous record of those involved. Other responses might include hourly report cards, detention, suspension, or a combination of these.

In the case of cyberbullying, any of the above might be deemed appropriate, as might circumscribed use of the College network.

In all bullying incidents, parents are involved / informed of concerns at the earliest opportunity and partnership with parents is seen as crucial in making sure that pupils are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

In particular circumstances, if the law has been broken in a bullying incident, the College will refer the matter to the police. Where it is unclear whether the law has been broken, the College will seek the guidance of the College's Police Liaison Officer in order to inform a response.

A child protection referral will be made in respect of a bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. In this instance a record would be made by the DSL in the Child Protection file and normal child protection procedures would apply.

Sometimes the bullying behaviour is so serious that a pupil needs to be removed from the school for the protection of others in the community. The school's view is that a pupil who persistently makes life miserable for others should not expect to remain at the school.

Please also refer to the Positive Behaviour Policy including rewards, sanctions, and exclusion.

The Head has the ultimate responsibility for the welfare of the pupils. Her say on all matters is final.

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We have a community based on respect, good manners, and fair play. We strive for an environment free from disruption, violence, and harassment so that all our pupils can fulfil their potential. They should care and support one another, and it is essential that school and home have high expectations of behaviour.

Bullying and discrimination will not be tolerated at Lancing Prep at Worthing. We treat our pupils and parents fairly and with consideration, and we expect these views to be reciprocated.

Where necessary we will apply the sanctions described in our anti-bullying policy for behaviour that we deem constitutes bullying or harassment of any kind.

Our Anti-Bullying Policy was written with reference to the DFE schools' policy on "Preventing and Tackling Bullying" (July 2017)
Guidance can also be sought by using the DFE guide "Behaviour and Discipline in school" (January 2016).

N. Grimshaw, September 2023