Laleham Gap School

LGS13 Anti-Bullying Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

Joshua Payne – Assistant Headteacher

Designated Safeguarding Leads:

Joshua Payne (Assistant Headteacher & Lead DSL)
Rebecca Minter (Wellbeing Resources Manager), Stuart Clements (KS3 Lead), Katie Reeves (Deputy Head)

Named Governor with lead responsibility: Victoria Acors
Date written: November 2026
Approval: Headteacher
Date of next review: October 2027

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedure

Contents

Laleham Gap – A Unicef Rights Respecting School: Articles in Action 3
1. Policy scope and objectives 4
2. Links with other school policies and practices 4
3. Links to legislation 5
4. Responsibilities 5
5. Definition of bullying 6
5.1. Understanding Behaviour 7
6. Forms and types of bullying covered by this policy 8
7. School ethos 8
7.1 Our community will: 8
8. Responding to bullying concerns 9
8.1 Cyberbullying 11
8.2 Supporting Learners 12
8.3 Supporting Adults 14
9. Preventing Bullying 14
9.1 Environment 14
9.2 Restorative Approaches 15
9.3 Policy and Support 16
9.4 Education and Training 16
10. Involvement of learners 17
11. Involvement and liaison with parents and carers 17
12. Monitoring and review: putting policy into practice 18
13. Useful Links and Supporting Organisations 19

Laleham Gap – A Unicef Rights Respecting School: Articles in Action

Laleham Gap is a Unicef Rights Respecting School. We learn, teach and live the United Nations Convention on the Rights of the Child (UNCRC).

The following articles from the UNCRC inform and underpin our anti-bullying policy:

Article 1: Everyone under the age of 18 has all the rights in the Convention.

Article 2: The Convention applies to every child without discrimination.

Article 8: Every child has the right to an identity. Governments must respect and protect that right.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law.

Article 14: Every child has the right to think and believe what they choose and also to practise their religion,

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment.

Article 31: I have the right to relax and play.

Article 34: Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.

Article 36: I have the right to be kept safe from things that could harm my development

Article 39: I have the right to help if I have been hurt, neglected or badly treated.

1. Policy scope and objectives

- This policy is based on DfE guidance "Preventing and Tackling Bullying", "Keeping Children Safe in Education", "Behaviour in schools", "Preventing and Tackling Bullying and Harassment of School Staff' , "Mobile phones in schools" and "Searching, screening and confiscation at school".
- It should also be read alongside the school's child protection policy, relationships policy (behaviour), acceptable use policies, mobile and smart device policy, and local safeguarding partnership procedures.
- The school will also refer to "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" , Helping schools take action on racist bullying and DfE research into anti-bullying practices as necessary.
- This policy outlines what Laleham Gap School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Laleham Gap School is committed to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form.
- This policy may use terms such as "child who has been bullied", "child experiencing bullying", "child displaying bullying behaviour", "victim" or "alleged perpetrator". The school will use language sensitively and appropriately, taking account of the child's wishes and feelings and the circumstances of each case.

2. Links with other school policies and practices

- This policy links with other school policies, practices and action plans, including but not limited to:
    - LGS15 - Child Protection policy
    - LGS44 - Relationships (Behaviour) policy
    - LGS14 - Online Safety policy
    - LGS04 - Complaints policy
    - LGS11 - Learning for Life (RSE, PSHE) policy
    - LGS43 - Searching, screening and confiscation policy
    - Acceptable Use Policies (AUP)
    - LGS18 - Whistleblowing policy
    - LGS69 - Staff Code of Conduct
    - LGS06 - Safeguarding Procedures for Managing Allegations Against Staff (Including Low-Level Concerns)

3. Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
    - United Nation Conventions on Rights of the Child (UNCRC)
    - The Education and Inspections Act 2006
    - The Education Act 2002
    - The Equality Act 2010, including Public Sector Equality Duty
    - The Children Act 1989 and 2004
    - Human Rights Act 1988
    - Protection from Harassment Act 1997
    - The Malicious Communications Act 1988
    - Public Order Act 1986
    - Online Safety Act 2023

4. Responsibilities

- It is the responsibility of:
    - The headteacher to communicate this policy to our community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team (Joshua Payne – Assistant Headteacher) has been identified to take overall responsibility.
    - The governing body and senior leaders will ensure that this policy is regularly reviewed, that the school has clear, accessible and well-promoted systems for learners, staff and parents/carers to report bullying and related safeguarding concerns, and that leaders monitor patterns, themes and the effectiveness of the school's response.
    - The governing body and senior leaders to promote a culture where all members of the school community are treated with dignity and respect. They will seek to prevent bullying, intimidation, harassment and abuse directed towards staff and ensure concerns are responded to appropriately, recorded and monitored in line with school policies and procedures.
    - The Designated Safeguarding Lead (DSL) and deputy DSLs to ensure that bullying concerns are considered through a safeguarding lens, particularly where there are signs of child-on-child abuse, emotional abuse, online harm, sexual harassment, prejudice-based or discriminatory abuse, exploitation, serious violence, coercion, or where a child may be at risk of significant harm. The DSL will ensure concerns are responded to in line with the child protection policy and local safeguarding procedures, including liaison with other agencies where appropriate.

- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Learners to abide by the policy.

5. Definition of bullying

- Bullying is considered to be a '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'* - DfE 'Preventing and Tackling Bullying'.
    - Bullying can take many forms and is often motivated by prejudice against groups; for example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
    - Bullying can involve an imbalance of power between the perpetrator and the victim; this could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. An imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
    - Bullying can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
    - Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (for example, excluding people from groups) and spreading hurtful and untruthful rumours.
    - The same unacceptable behaviours can be expressed online; this is sometimes called **online bullying** or **cyberbullying**; specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
    - **Racist bullying** is bullying behaviour motivated by prejudice, hostility or discrimination relating to race, ethnicity, colour, nationality, culture, language or perceived racial identity. It may include racist language, stereotypes, exclusion, harassment, online abuse, microaggressions or behaviour that causes a child to feel unsafe, unwelcome or devalued because of their real or perceived racial identity.
    - For younger children, repeated harmful, exclusionary, intimidating or discriminatory behaviour may not be described as bullying by the child themselves. Staff will consider children's age, developmental stage and understanding when identifying concerns and responding appropriately.

- Laleham Gap School recognises that bullying can be a form of emotional abuse and can cause severe and adverse effects on children's emotional development. Bullying can be a form of child-on-child abuse, and children can abuse other children. Bullying may also form part of a wider pattern of harm and may overlap with other safeguarding issues, including online harm, sexual harassment, harmful sexual behaviour, prejudice-based abuse, exploitation, serious violence, coercive or controlling behaviour, and abuse within intimate personal relationships between children.
- Laleham Gap School believe bullying and harmful behaviour must never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". Downplaying behaviour can normalise unacceptable conduct, including misogyny, harassment or abuse, and may prevent children from reporting concerns.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All children who have been bullied or affected by bullying will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

5.1. Understanding Behaviour

- **Contextual Understanding of Incidents at Laleham Gap:**
  At Laleham Gap School, we recognise that **bullying constitutes a pattern of behaviour rather than isolated incidents or one-off events**. Staff are reminded of the differences between behaviours that are one-time events, which may arise from communication and friendship difficulties, misunderstandings or conflicts, and those which are repeated, intentional behaviours aimed at causing harm or distress to others.
- **Inclusive and Informed Responses:**
  Our staff are committed to fostering an inclusive environment that accommodates the diverse communication styles of all students, including those with autism or other communication difficulties. **We understand that behaviours arising from these difficulties are not equivalent to bullying**.
- Staff at Laleham Gap School are urged to approach behaviour with **curiosity** and **empathy**, carefully considering intent and context to avoid mislabelling actions as bullying, thereby ensuring that all children, especially those in distress, receive appropriate support rather than alienation. This is not to say that bullying does not happen in our setting, but staff must approach all behaviours and incidents with curiosity and consider the normal behaviour and communication profiles of each learner.

6. Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
    - physical, emotional, verbal or social bullying, including name-calling, exclusion, rumours, intimidation or threats;
    - online bullying/cyberbullying, including through social media, messaging, gaming, images, videos, group chats or AI-generated/manipulated content;
    - sexualised bullying, sexual harassment, sexualised language, image-based abuse, misogynistic/misandrist abuse, coercion, threats or harmful sexual behaviour;
    - prejudice-based or discriminatory bullying linked to protected characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy and maternity;
    - bullying linked to SEND, neurodivergence, communication needs, medical needs or disability;
    - bullying linked to care experience, kinship care, young caring responsibilities, family circumstances, poverty, perceived social status, appearance or health.

7. School ethos

- The Laleham Gap School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- Bullying is not tolerated at Laleham Gap School and any reported incidents will be dealt with quickly and effectively.
- The school recognises that bullying can affect attendance, attainment, relationships, emotional wellbeing and mental health. Where bullying is linked to, or appears to contribute to, mental health concerns, self-harm, suicidal ideation or wider safeguarding risks, staff will follow the child protection policy and seek advice from the DSL without delay.
- By effectively preventing and tackling bullying, our school can help to create a safe and positive environment, where learners are safe and feel safe, are treated respectfully and are able to learn and fulfil their potential.

7.1 Our community will:

- promote respectful, inclusive relationships and challenge harmful behaviour, including behaviour dismissed as “banter”;
- recognise that some children may be more vulnerable to bullying and may face additional barriers to reporting concerns;

- ensure learners know how to report bullying, understand that concerns will be taken seriously, and have access to trusted adults;
- respond promptly and proportionately to concerns, including safeguarding concerns and grievances;
- work in partnership with parents/carers and relevant agencies where appropriate;
- monitor bullying concerns to identify patterns, themes and opportunities to strengthen practice.
- seek to learn from good anti-bullying practice elsewhere, such as from partner schools and nationally recognised bodies.

8. Responding to bullying concerns

- The following steps will be taken when dealing with any incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - The DSL on duty will be informed of bullying concerns where there is any indication of safeguarding risk, repeated or escalating behaviour, significant emotional harm, child-on-child abuse, online harm, discrimination, sexual harassment, coercion, exploitation, serious violence, or where professional advice is needed. Leaders will ensure the DSL has appropriate oversight of bullying patterns, themes and safeguarding links.
  - The headteacher, DSL, or another appropriate member of leadership staff, such as the Principal Proact Instructor, Resource Managers and Age-Phase Leaders, will speak with those involved, using a child-centred and proportionate approach. This will take account of the child's age, understanding, communication needs, vulnerability, wishes and feelings, and the nature of the concern.
  - A clear and accurate record of bullying concerns, disclosures, reports and incidents will be maintained in accordance with the school's behaviour and safeguarding recording procedures. Concerns will be recorded within behaviour records, safeguarding records, or both, as appropriate to the nature of the incident, the impact on the children involved, any identified vulnerabilities or support needs, and the level of risk identified.
  - Where bullying indicates, contributes to, or forms part of a wider safeguarding concern, appropriate safeguarding records will be created and managed in line with the child protection policy.
  - Records will include the nature of the concern, where and when it took place, those involved, the views and wishes of the child where appropriate, any immediate safety actions taken, decisions made and the rationale for those decisions, support

offered, sanctions applied, outcomes, and any referrals, consultations or advice sought.

- The school will consider whether the concern forms part of a wider pattern, whether there are contextual factors such as group chats, school transport, social media, local community issues or peer group dynamics, and whether other children may also be affected.
- The school will consider whether bullying may be contributing to attendance concerns, reluctance to attend school, persistent absence or changes in engagement, and whether this indicates a wider safeguarding or wellbeing concern requiring additional support.
- Where bullying involves sexual harassment, harmful sexual behaviour, threats of serious violence, image-based abuse, coercion, exploitation, discrimination or significant emotional harm, the DSL will consider whether a safeguarding risk and needs assessment is required.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection, safeguarding, confidentiality and information-sharing policies. Where informing a parent/carer may increase risk to a child or compromise a safeguarding response, the DSL will seek advice and record the rationale for any decision.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- Where the bullying of or by learners takes place off school site or outside of normal school hours (including online/cyberbullying), the school will ensure that the concern is investigated as fully as reasonably possible and responded to in line with this policy and the school relationships policy. If required, the DSL will collaborate with DSLs at other settings and appropriate agencies.
- Where bullying includes physical assault, threats of serious violence, carrying or using a weapon, or expressing intent to use a weapon, staff will report this to the DSL immediately. The DSL will assess risk and take appropriate safeguarding action, including steps to de-escalate peer conflict and seek police or children's social care advice where required.
- Where necessary, the school will work with parents/carers, local services and relevant organisations to provide further support or specialist advice. This may include making a Request for Support to the Front Door Service (where a child is felt to be at risk of significant harm) in line with our child protection policy, Children and Young People's Mental Health Service (CYPMHS also known as CAMHS), police or other appropriate services, depending on local arrangements and the nature of the concern.
- Restorative approaches, mediation or peer resolution will only be used where this is safe, appropriate and in the best interests of the child who has been harmed. These approaches will not be used as a substitute for safeguarding action, investigation, sanctions or support where bullying involves coercion, exploitation, sexual

harassment, significant power imbalance, serious violence, discrimination or emotional harm. Children will not be expected to meet, apologise to, or reconcile with another child where this could increase distress, risk or feelings of responsibility.

8.1 Cyberbullying

Laleham Gap School is aware of Childnet's Cyberbullying guidance and considers relevant DfE guidance relating to online conduct, bullying and harassment involving both children and adults.

- Cyberbullying may take place through social media, messaging apps, group chats, gaming platforms, livestreaming, school systems, personal devices, shared devices, mobile phones, AI-enabled services or smart technology. It may include abusive, harassing, threatening, misogynistic/misandrist or discriminatory messages; impersonation; exclusion from online groups; sharing private information; spreading rumours; circulating humiliating, abusive or unwanted images/videos; or the creation/sharing of AI-generated or manipulated content.
- The school recognises that cyberbullying and other online harms can occur both inside and outside of school and may involve the use of mobile phones, smart devices, social media, gaming platforms, messaging services or other online technologies. The school will ensure that online safety is reflected within relevant policies and procedures and that children know how and where to report concerns. Learners will be supported to share concerns about online behaviour, content or contact, including cyberbullying, and will be provided with appropriate opportunities to show or share evidence with staff where this is necessary to help safeguard and support them.
- When responding to cyberbullying concerns, the school will act promptly and in line with this policy, the child protection policy, behaviour policy, acceptable use policy and mobile phone and smart device policy.
- The school will consider the immediate safety and wellbeing of those involved, preserve evidence where safe and appropriate, identify and respond to those responsible where possible, support the removal/reporting of harmful content, and involve parents/carers, other settings, service providers, police or children's social care where appropriate.
- Learners should be encouraged, where safe and appropriate, to preserve evidence such as screenshots, URLs, usernames, dates/times, messages or account details, without forwarding harmful or illegal content.
- The school recognises that children may need to access content or information stored on a mobile phone or other device when reporting concerns about cyberbullying or other online harm. Where appropriate, learners will be supported to share relevant evidence with staff to enable concerns to be understood, risk assessed and responded to effectively, in accordance with safeguarding, online safety and mobile phone/smart device procedures.

- Any response involving searches, confiscation or examination of devices will be lawful, necessary, proportionate and in line with relevant school policies.
- Where an incident involves nude or semi-nude images of children, including those generated or manipulated using AI, staff must not view, copy, print, forward, save or share images unless this is unavoidable and clearly in line with the child protection policy. The DSL will lead the response, consider whether police and/or children's social care advice is required, and ensure decisions are recorded.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a Child Sex Abuse Material (CSAM) or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Staff must never ask to see an image if they have already been notified it contains CSAM and should inform the DSL immediately.

8.2 Supporting Learners

- **Learners who have been bullied will be supported by:**
  - Reassuring the learner and providing immediate pastoral support.
  - Ensuring the learner is not made to feel responsible for the bullying or for any disruption caused by reporting it.
  - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
  - Working towards restoring self-esteem and confidence.
  - Considering whether the child would benefit from a named trusted adult, adjustments to routines, support during unstructured times, online safety support, or help to rebuild peer relationships.

- Providing ongoing support. This may include working and speaking with staff, making a pastoral referral to the Wellbeing Team via weekly Wellbeing Meetings, offering formal counselling, engaging with parents and carers.
- Taking reasonable steps to protect the child from further bullying, retaliation, social isolation or online harassment linked to the report.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through or Integrated Children Services, Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

- **Learners who have displayed bullying behaviour will be helped by:**
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the behaviour and understanding of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Using Restorative approaches to develop empathy, responsibility and truth telling to help change their behaviour (See Section 9 – Restorative Approaches).
  - Reasonable and proportionate sanctioning, in line with school relationships policy. This may include:
    - curtailing free time for reflections or detentions
    - official warnings
    - proportionate restrictions or supervision, for example of technology use, where this is necessary to safeguard others and is consistent with the behaviour policy, while avoiding unnecessary barriers to learning.
    - discussions with parents/carers
    - in extreme or repeated cases, internal isolation, suspension or permanent exclusions.
  - Considering whether the child displaying bullying behaviour may have unmet needs, may be experiencing harm themselves, or may require safeguarding, pastoral, SEND, mental health or early help support.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services, Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

8.3 Supporting Adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by learners, parents or other staff members, is unacceptable.
- The school recognises that bullying, harassment, intimidation or abusive behaviour directed towards staff by learners, parents/carers, visitors, contractors or other staff members is unacceptable and will not be tolerated. Concerns will be responded to promptly, proportionately and in accordance with relevant school policies and procedures.
- Incidents involving bullying, harassment, intimidation, abuse or threatening behaviour towards staff will be appropriately recorded, monitored and reviewed to help identify patterns, recurring issues and any additional action required to protect staff wellbeing and safety.
- Adults who have been bullied or affected will be offered an opportunity to discuss the concern with an appropriate senior member of staff, advised to keep a factual record of concerns and evidence, supported to report offensive or upsetting online content where relevant, and signposted to appropriate support, advice or procedures.
- Where an adult is alleged to have bullied, harassed or behaved inappropriately towards another member of the school community, the school will respond in line with our relevant policies and procedures. This may include staff conduct, complaints, grievance procedures, child protection, low-level concerns, allegations, disciplinary, civil or legal processes, depending on the circumstances. Actions taken may include:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil, criminal or legal action as appropriate or required.

At Laleham Gap we offer a range of support to staff members to give them the opportunity to speak about concerns including coaching, meeting with a Wellbeing Caseworker, accessing Staff Care Services, or, being supported to identify appropriate external agencies.

9. Preventing Bullying

9.1 Environment

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).

- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) or health issues, children from ethnic minorities, children who are lesbian, gay, bisexual, gender-questioning, or perceived by others to be lesbian, gay, bisexual or gender-questioning, whether they are or not can be disproportionally impacted by bullying. As such we will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share their concerns.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Actively promote equality, anti-racism, belonging and positive representation of diverse cultures, faiths, ethnicities and identities throughout school life.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be taught to use technology safely, respectfully and responsibly, in line with the school acceptable use, relationships, child protection, and online safety policies. The school will ensure that its approach to mobile phones and smart technology reflects current national guidance, safeguarding duties and the needs of learners.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Ensure vulnerable learners have safe/trusted adults, accessible reporting routes and appropriate support so they can raise concerns safely and be heard.
- Celebrate success and achievements to promote and build a positive school ethos.

9.2 Restorative Approaches

Laleham Gap is a Restorative Approaches school.

- Predominantly, restorative approaches are used as a proactive, preventative measure in our school. Every day starts with a 'check-in' for our pupils, where they think and talk about their emotional readiness to be in a learning environment. Pupils use individualised 'zones of regulation' to enable their own emotional regulation and how their feelings can affect their actions. There is the opportunity to talk about events in their life that affect their thoughts and feelings, and to understand the mood of others and how that may affect the way that they behave.
- All staff are trained to facilitate 'corridor conferences' to resolve minor disputes between pupils. In our setting, these can occur most frequently when there is a difference in perception surrounding the circumstances of an incident. For instance, many of our children may assume that any physical contact from another child is deliberate, when this is often not the case. A short 'corridor conference' facilitated by a trained member of our staff can often prove to be an effective intervention to

resolve disputes such as these and help pupils to understand the thoughts and viewpoints of others.

- Staff are also trained to facilitate restorative circle. We use these when a class or group of pupils appears to be dysregulated to attempt to resolve any difficulties before they can turn into a more serious problem. Often, this can be because they have just entered a classroom following a break time; a change of environment can sometimes prove challenging for our pupils. At other times, members of a class may be upset about an incident that has occurred between their peers and need time to process what has happened so that they can move on.
- Added to these approaches, we have also trained conference facilitators amongst our staff team. We would facilitate a full conference when there is a complete breakdown in relationship between two pupils, or a pupil and a member of staff. We may also use this approach following a very serious incident between pupils. On the occasions when we run a full conference, there will be a full pre-meeting with each party, followed by the restorative conference itself. Parents/carers will be informed and may be required to attend. During the meeting, there may be a signed agreement completed by both parties to agree on a way forward.

9.3 Policy and Support

- The whole school community will:
  - Provide a range of approaches for learners, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects learners, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate support, consequences and sanctions in line with relevant school policies. The response will reflect the nature, impact and seriousness of the concern and will aim to protect children, address behaviour and reduce the likelihood of further harm.

9.4 Education and Training

- The school community will:
  - Train all staff, including teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. Staff training will include understanding, recognising, preventing and responding to racist, sexist,

homophobic and other prejudice-based bullying and discriminatory language, including unconscious bias, stereotypes and appropriate challenge.
    - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council.
    - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
    - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
    - Provide systematic opportunities to develop learners social and emotional skills, including building self-esteem.
    - Share key informative websites, articles and other sources of learning surrounding the different types of bullying to support staff development.

10. Involvement of learners

- We will:
    - Involve learners in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying. This work will include learner surveys and regular discussion with the Student Council.
    - Regularly canvass learners views on the extent and nature of bullying.
    - Ensure that all learners know how to express worries and anxieties about bullying.
    - Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying.
    - Involve learners in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
    - Utilise learners voice in providing pupil led education and support
    - Publicise the details of internal support, as well as external helplines and websites.
    - Offer support to learners who have been bullied and to those who are bullying to address the problems they have.
    - Ensure reporting routes are accessible, well promoted and understood by learners, including those with SEND, communication needs, language barriers or other vulnerabilities.
    - Regularly review whether learners feel safe, know how to report concerns, and believe adults will act when bullying or related safeguarding concerns are raised.

11. Involvement and liaison with parents and carers

- We will:

- Take steps where appropriate to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- Promote respectful communication and relationships across the school community and will respond appropriately to incidents of bullying, harassment, intimidation or abuse directed towards learners or staff. Where appropriate, concerns will be managed in line with the school's complaints procedures or other relevant policies.

12. Monitoring and review: putting policy into practice

- Monitoring will include consideration of patterns and trends, including prejudice-based or discriminatory bullying, online bullying, sexualised bullying/harassment, bullying involving children with SEND or other vulnerabilities, locations/times where bullying occurs, repeat incidents, and whether actions taken have been effective.
- Leaders will use monitoring information to identify patterns, trends, disproportionality and areas requiring further intervention, and to inform equality duties and school improvement activity, including staff training, curriculum development, strengthened supervision, online safety arrangements, and policy or practice updates where needed.
- Leaders monitor racist incidents and racist bullying to help identify patterns, trends, disproportionality and areas requiring further intervention.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- The headteacher will be informed of bullying concerns, as appropriate and during Termly Safeguarding Reviews.
- The named safeguarding governor with responsibility for anti-bullying/safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes and offer appropriate challenge as necessary.
- The governing body will receive appropriate safeguarding and behaviour information about bullying, including themes, actions and impact, while maintaining confidentiality.

13. Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

General anti-bullying support

- *Anti-Bullying Alliance*
- *Anti-Bullying Alliance: reporting and recording bullying guidance*
- *Childline*
- *Kidscape*
- *NSPCC*
- *NSPCC Learning: anti-bullying resources for professionals*
- *Restorative Justice Council*
- *The Diana Award*
- *Victim Support*
- *DfE: Preventing and tackling bullying*

Support for school staff

- Department for Education: *Preventing and Tackling Bullying and Harassment of School Staff*
- *Education Support*
- ACAS *workplace bullying and discrimination* guidance

Online bullying and cyberbullying

- *CEOP Education: online safety education resources*
- *Childnet*
- *Internet Matters: online safety advice for parents/carers*
- *Internet Watch Foundation*
- *Report Harmful Content*
- *UK Safer Internet Centre*
- *UK Council for Internet Safety*

SEND, appearance, young carers and mental health

- *Changing Faces*
- *Mencap*
- *DfE: SEND code of practice: 0 to 25 years*
- *Carers Trust: support for young carers and young adult carers*
- *YoungMinds*
- *Mentally Healthy Schools: mental health and wellbeing resources for schools and colleges*

Prejudice, hate crime and discrimination

- *Anti-Bullying Alliance: Preventing and Responding to Racist Bullying – Practical Guidance for Schools and Settings Supporting Children and Young People*
- *Anne Frank Trust UK*

- *Kick It Out*
- *True Vision*
- *Stop Hate UK*
- *Tell MAMA*
- *Educate Against Hate*
- *Show Racism the Red Card*

Sexual harassment, sexual bullying and harmful sexual behaviour

- *Ending Violence Against Women and Girls*
- *Disrespect Nobody campaign*
- *Anti-Bullying Alliance: sexual and sexist bullying*
- *Childnet Project deSHAME: online sexual harassment and bullying*

LGB and gender-questioning children and young people

- *Barnardo's: LGBT+ young people*
- *EACH*
- *The Proud Trust*
- *Stonewall*

Note: Additional links can be found in '**Preventing and Tackling Bullying**' and '**Preventing and Tackling Bullying and Harassment of School Staff**'.