



# LENDY PARK SCHOOL

The Way, The Truth And The Life.

Tel: +2638688003435 Cell: +263 779940833 [www.lendypark.com](http://www.lendypark.com) [head@lendypark.com](mailto:head@lendypark.com)

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## ACTION SUMMARY

### CHILD BULLYING

1. Child reports any case of bullying to their teacher and their parents.
2. Teacher listens to the complaint and decides if it is bullying or being mean.
3. If the teacher feels that it is bullying, he/she reports the incident to the Deputy Head.
4. Deputy Head interviews the victim and the perpetrator and writes an incident report that is recorded in the Bullying Log Book.
5. The Deputy head decides on a course of action and records that action in the log book.
6. If the incident is deemed to be bullying, the incident is then recorded on the Senatical database as a demerit.
7. If the incident is deemed to be bullying, the deputy head will inform the Head and the parents of both children, indicating what measures have been taken and a 'way forward' for both parties.
8. The Deputy Head will, at regular intervals. interview both parties to ensure that it is not continuing. He/she should also follow up with the parents to confirm that their child is no longer reporting any problems. A record of these reviews should be kept.

### ADULT BULLYING

1. If a staff member, parent or other adult feels that they are being bullied, they should report it to the Deputy Head.
2. Deputy Head interviews the victim and the perpetrator and writes an incident report that is recorded in the Bullying Log Book.
3. The Deputy head decides on a course of action and records that action in the log book.
4. If the incident is deemed to be bullying, the deputy head will inform the Head, indicating what measures have been taken and a 'way forward' for both parties.
5. The Deputy Head will, at regular intervals. interview both parties to ensure that it is not continuing. He/she should also follow up with the parents to confirm that their 'victim' is no longer reporting any problems. A record of these reviews should be kept.
6. In the event that the Head is deemed to be the perpetrator, the Deputy Head should report the matter to the Chairman of the Board of Trustees.
7. In the event that the perpetrator is the Deputy Head, the report should be made to the HEad and the head will follow the [prescribed procedure.

## STATEMENT OF INTENT

The anti-bullying policy ensures that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable. ATS and Lendy Park School are committed to providing a caring, friendly and safe environment for all pupils to learn in a secure, safe and relaxed environment. When bullying does



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occur, all pupils should be able to report it and know that incidents will be dealt with promptly and effectively.

## ANTI-BULLYING POLICY STATEMENT

Persistent bullying severely inhibits a child's potential to learn effectively. The negative effects of bullying can impact a person for their entire life. Therefore, schools should wish to promote a secure and happy environment free from threats, harassment, and bullying. This policy encourages practices within the school to reinforce the ATS and Lendy Park School vision and remove or discourage practices that negate them.

## DEFINITION

Bullying can be defined as:

1. An individual or a group of pupils uses strength or power to hurt, either physically or emotionally.
2. When an individual intimidates or demeans other pupils.
3. Bullying can be emotional, racist, homophobic, biphobic, verbal, physical, or cyber.
4. Bullying is usually persistent.
5. Bullying is usually covert and construed as an attempt to hurt, frighten or threaten another person.
6. Pupils who are bullied usually display changes in behaviour. For example, they may show symptoms of becoming shy, nervous, taking unusual absences, feigning illness, or wanting to be near adults constantly.
7. Bullied pupils usually show evidence of changes in their work patterns, lacking concentration, or missing school.

Bullying can further be identified as the "behaviour of an individual or group of people **repeated over an extended period of time. It is not usually just an isolated incident.** This behaviour intentionally hurts other individuals physically or emotionally."

Bullying can take many forms, including:

1. Physical bullying can include kicking, hitting, pushing, and taking away belongings.
2. Verbal bullying includes name-calling, mocking, and making offensive comments.
3. Emotional bullying includes isolating an individual or spreading rumours about them.
4. Cyberbullying is when technology is used to hurt an individual. This action usually involves: posting messages or images on the internet, text messaging, or using any other social media platform.



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5. Racist bullying is a serious form of bullying and occurs when bullying is motivated by racial, ethnic, or cultural prejudice.
6. Sexual bullying is when someone makes sexually abusive comments or unwanted physical contact.
7. Disablist bullying occurs when bullying involves prejudice against people with disabilities.
8. Bullying motivated by a prejudice against someone because of their gender is termed sexist bullying.

With the advance in new technologies, ATS and Lendy Park School are aware of an increased risk of cyberbullying. This involves using emails, instant messenger, social networking sites, and public websites. Therefore, schools should have an ICT user policy that all students and parents are aware of.

## POLICY COVER ON FORMS AND TYPES OF BULLYING

It is possible for bullying to happen to any person, whether a staff member or a pupil. This policy should cover all types and forms of bullying, including:

1. Bullying related to physical appearance.
2. Bullying related to physical/mental health conditions.
3. Physical bullying.
4. Emotional bullying.
5. Sexual bullying.
6. Bullying via any form of technology is usually referred to as cyberbullying or online.
7. Bullying against people or pupils with protected characteristics is usually referred to as Prejudicial bullying.
8. Bullying related to religion, faith, race, and belief applies to people with no faith.
9. Bullying related to nationality, culture, or ethnicity.
10. Bullying is related to pupils who have Special Educational Needs or a learning disability.

## RESPONSIBILITIES

It is the responsibility of:

1. The Head should communicate this policy to the school community to ensure that disciplinary measures are applied fairly, consistently, and reasonably. The Head is to appoint a senior leadership team member to take overall responsibility.
2. Governors should adopt a role in monitoring and reviewing the Anti Bullying Policy.
3. All staff, including senior leadership, teaching, non-teaching staff, and governors, should uphold and implement this policy accordingly.
4. Parents/carers should support their children and work in partnership with the school.
5. Pupils should abide by the policy



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## SCHOOL ETHOS

The school should recognise that any type of bullying, especially when left unaddressed, may have a devastating and long-lasting effect on any individual. It has the potential to compromise learning and has serious consequences for the mental well-being of a pupil. By tackling or effectively preventing bullying, the school can help create a safe and disciplined environment where pupils can learn and fulfil their potential.

## THE SCHOOL COMMUNITY:

The School should monitor and review the anti-bullying policy and practise regularly.

1. All school staff should promote positive relationships to assist in preventing bullying.
2. All school staff should recognise that certain community members are more vulnerable to the impact of bullying than others: Being aware of this will help develop effective strategies to prevent bullying from happening and provide appropriate support.
3. Schools should intervene by identifying and tackling bullying behaviour appropriately and promptly.
4. Schools should ensure that pupils are aware that bullying concerns will be dealt with sensitively and effectively. Therefore, everyone should feel safe to learn and abide by the anti-bullying policy.
5. ATS and Lendy Park School and Lendy Park School Requires all school members to work together to uphold the Anti-Bullying Policy.
6. Schools should recognise the potential impact of bullying on the wider family of those affected. In addition, they should work in partnership with parents regarding all reported bullying concerns.
7. Schools should deal promptly with grievances.
8. Seek to learn from good anti-bullying practices elsewhere.
9. Utilise support from outside agencies and other relevant organisations when appropriate.

## RESPONDING TO BULLYING

The School is expected to take the following steps when dealing with all incidents of bullying that are reported:

1. Any staff member should immediately deal with suspected or reported bullying incidents.
2. The school should provide appropriate support for the bullied person, ensuring they are not at risk of immediate harm. They should involve them in any decision-making, as appropriate.
3. The Deputyhead or designated teacher should interview all parties involved.
4. The investigating teacher should be informed of all bullying issues with safeguarding concerns.



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5. The school should speak with and inform other staff members where appropriate.
6. The school should inform parents about the concern and action taken as appropriate and in line with child protection and confidentiality policies.
7. As identified within the school behaviour policy, sanctions and support should be implemented after consulting with all concerned parties.
8. The Police or other agencies should be consulted or involved if a criminal offense has been committed or other local services such as a psychologist if a child is felt to be at risk of significant harm.
9. Where the bullying by pupils takes place off the school site or outside of normal school hours (including cyberbullying), the school should ensure that the concern is thoroughly investigated. If required, the investigating teacher should consult other schools who may be involved.
10. Schools should take appropriate action, including providing support and implementing sanctions in accordance with this policy and the school's behaviour policy.
11. The school should record a clear and precise account of bullying incidents in accordance with existing procedures. This will include appropriate recording details regarding decisions and actions taken.

## CYBERBULLYING

When responding to cyberbullying concerns, the school should:

1. Act immediately when an incident has been identified or reported.
2. Any person who has been cyberbullied should be provided with the appropriate support. The school should also work with the person who has committed the bullying to ensure that it does not happen again.
3. The victim who has been bullied should be encouraged to keep any evidence of the bullying activity, such as screenshots, to assist any investigation.
4. Take all available steps where possible to identify the person responsible. This may include: looking at the use of the school systems; identifying and interviewing potential witnesses. The Police or the service provider, if necessary, should be contacted.
5. Schools should work with individuals and online service providers to prevent the incident from spreading and remove offensive or upsetting material from circulation.

Schools may include further action such as:

6. Schools should request service providers to remove the material if those involved refuse to or are unable to delete content or cannot be identified.
7. Schools should confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law.
8. Schools should request the deletion of content and content posted online if they are felt to contradict the school behavioural policy.



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9. Schools should ensure that sanctions are applied to the person responsible for cyberbullying. In addition, the school should take steps to change the attitude and behaviour of the bully, as well as ensure access to any additional help that they may need.
10. The Police should be informed if the bully has committed a criminal offense.
11. Schools should provide staff and pupils with information regarding steps they can take to protect themselves online. These steps may include: advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, and helping those involved think carefully about what private information they may have in the public domain.

## SUPPORTING PUPILS

Pupils who have been bullied should be offered support through:

1. Providing continuous pastoral support and reassuring the pupil.
2. Immediately provide an opportunity to discuss the experience with their teacher, the designated investigating teacher, or a staff member of their choice.
3. Being advised to record the bullying incident for evidence.
4. Discuss with the person how to respond to concerns and build resilience.
5. Exploring methods of restoring confidence and self-esteem.
6. Working and speaking with staff, providing ongoing support, offering formal counselling, and engaging with parents and carers.
7. Working with the wider community and local organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated bullying should be assisted through:

1. Discuss the incident, establish the concern, and discuss the need to reform.
2. Engaging with the parents to assist in changing the behaviour and attitude of the pupil.
3. Providing support and appropriate education with regard to their actions or behaviour.
4. Requesting that content be removed if online and reporting accounts and content to the service provider.
5. Sanctioning in line with school behaviour and the school discipline policy.
6. Working with the wider community and national and local organisations to provide specialist guidance and advice where necessary. This may include involvement from the Police.

## DISCIPLINE AND SANCTIONS.

Bullying should be regarded as very serious and should need to carry serious repercussions for any pupil or person if it occurs. The following sanctions are recommended according to various circumstances:





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1. Counselling.
2. Use of a Report Card.
3. Mentoring by Peers.
4. Official warnings, verbal and written.
5. Detention.
6. Removal of privileges such as online access when cyberbullying is encountered.
7. Suspension.
8. Expulsion.

## WARNING SIGNS DISPLAYED BY BULLIED PUPILS

1. Appears anxious.
2. Loss of appetite.
3. Changes in academic performance.
4. Clothes/bags torn or damaged.
5. Money/possessions going missing.
6. Reluctance to come to school.
7. Feeling sick or unwell regularly and wanting to visit the nurse regularly.
8. Unexplained cuts and bruises.
9. Not sleeping.
10. Loss of weight.
11. Is seen alone a lot.
12. Not very talkative.
13. Unexplained behaviour such as mood changes, bad-tempered, tearfulness, and unhappiness.

## SOME REASONS WHY PEOPLE BULLY

1. Desire to appear powerful.
2. Unhappiness.
3. Feelings of inadequacy.
4. Feelings of insecurity.
5. Difficulties at home.
6. Learned behaviour (They too have been bullied).

## SUPPORTING ADULTS WHO ARE BULLIED

Schools should introduce measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that the bullying of adults, including staff and parents, whether by pupils, parents, or other staff members, is unacceptable. It may be inconceivable to think that adults working at schools are not bullied. Sadly, however, it does occur. Most cases of bullying are not reported due to fear of unbelief or embarrassment if reported.



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Adults are normally bullied by:

1. A parent who verbally abuses, threatens, and makes false reports. Often the parent continues to harass the teacher after hours. There is also an increase in cyberbullying, particularly with untasteful remarks made on social platforms such as What's App and Facebook. There is also the continuous threat of legal action against them.
2. A fellow teacher or group of teachers. This is mainly found when there are set cliques amongst large staff groups, and a new teacher arriving at the school is made to feel more than unwelcome.
3. A senior Teacher who abuses their position of authority.
4. The Head who abuses their position of authority.
5. The Board of Governors (Parents of the school) have vested interests for their children to enjoy "certain privileges."

Adults who have been bullied or affected should be offered support through:

1. Provide an immediate opportunity to discuss the concern with a designated staff member, a senior member of staff, or the Head.
2. Advise them to record the bullying as evidence and discuss how to respond to concerns and build resilience.
3. The school should still investigate the concern and ensure that appropriate action even where the bullying takes place online or off the school site or outside of normal school hours
4. Reporting offensive or upsetting content and accounts to the service provider where the bullying has occurred online.
5. Reassuring and offering appropriate support.
6. Working with the wider community and local organisations to provide further or specialist advice and guidance.
7. Adults who have perpetrated the bullying should be helped by: Discussing what happened with a senior member of staff or the Head. They can establish the concern or establish whether a legitimate grievance or concern has been raised. If online, the school authorities should request that content be immediately removed. The school authorities should also instigate disciplinary, civil, or legal action as appropriate or required.

## PREVENTING BULLYING

### ENVIRONMENT

The whole school community should:

1. Create an inclusive environment that promotes a culture of mutual respect, consideration, and care for others, which all will uphold and support.





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2. Accept that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
3. Recognises the potential for children with Special Needs and disabilities to be disproportionately vulnerable and affected by bullying. Schools should provide additional pastoral support where necessary.
4. Schools should hold open discussions regarding the differences between people that could motivate bullying, such as children with different family situations, such as looking after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance-related difference.
5. Challenge practice and language (including 'banter') do not uphold the school values of tolerance, non-discrimination, and respect towards others.
6. Be encouraged to positively and responsibly use technology, especially mobile phones and social media.
7. Work with the wider community, staff, and other agencies to tackle concerns and prevent all forms of bullying, including prejudice-driven.
8. Actively create, "Safe Spaces" should be created for young people and vulnerable children.
9. To promote positive school ethos, schools should celebrate success and achievements.

## POLICY AND SUPPORT

The whole school community should:

1. Provide a variety of approaches for pupils, staff, and parents to report concerns and access support.
2. Regularly update and evaluate the school practice to consider technological developments and provide up-to-date advice and education to all community members regarding positive behaviour online.
3. In line with existing school policies, take appropriate, reasonable and proportionate action for any bullying brought to the school's attention that involves or affects pupils. This also applies when pupils are not on the school premises, such as online or using school transport.
4. Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
5. Use various techniques to resolve the issues between those who bully and those who have been bullied.

## EDUCATION AND TRAINING

The school community should:

1. All staff, including teaching staff, support staff, administration staff, lunchtime staff, and grounds staff, should be trained to identify all forms of bullying. They should also be



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trained on taking appropriate action, following the school's policy and procedures, including recording and reporting incidents.

2. Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as displays, assemblies, peer support, the student council, and Moral and Religious lessons.
3. Use other local educational settings as appropriate and during key times of the year.
4. Ensuring that anti-bullying has a high profile throughout the year, reinforced through key opportunities and activities such as an anti-bullying day.
5. Provide systematic opportunities to develop and build a pupil's resilience and self-esteem, including their social and emotional skills,

## INVOLVEMENT OF PUPILS

The school should:

1. Involve pupils in policy writing and decision-making to ensure that they understand the school's approach and are clear about their part in preventing bullying.
2. Regularly engage with children and discuss their views on the nature and extent of bullying.
3. Ensuring that all pupils know how to express anxieties and worries about bullying.
4. Ensure that all pupils know the range of sanctions applied to those engaged in bullying.
5. Involve pupils in anti-bullying campaigns in the school and embed messages in the broader school curriculum.
6. Utilise pupil voice in providing pupil-led education and support.
7. Publicise the details of external helplines and websites, including internal support.
8. Offer support to pupils who are bullied to address their problems.

## INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS

The school should:

1. Take steps to involve parents in developing policies and procedures, to ensure they know that the school has ZERO tolerance for any form of bullying.
2. Ensure that information about bullying (including policies and named contact points) is available to parents on various platforms, including the school website.
3. Ensure all parents know who to contact if they are worried about bullying and where to access independent advice.
4. Work with all parents and the school community to deal with incidents outside the school premises that potentially lead to bullying.



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5. Ensuring that parents work with the school to role model positive behaviour for pupils, both on and offline.
6. Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

## ANTI-BULLYING ADVICE TO PARENTS

Schools should communicate to their parents and encourage the following:

1. Recognise that a great deal of bullying is in the form of CYBER-BULLYING. Parents are to regularly monitor their child's use of texting, Facebook, and other social media sites. Access to these platforms is out of the school's control when their child is not in school.
2. TALK to their child regularly, providing a more accessible problem-sharing environment.
3. LISTEN to what their child says.
4. ENCOURAGING their child to feel good about themselves and helping them to realise that people are all different but equally important.
5. If parents feel that their child is being bullied or is a bully, they should talk to other adults at home or school and explore the options. They should NOT STAY SILENT.
6. If parents feel that their child is a victim, assure them that it is not their fault and that you will do something to help.
7. Be realistic in your expectations. Sometimes ongoing problems can take time to resolve.
8. TRY to be cooperative with the school and not adopt an aggressive approach. Parents should understand that without a good working relationship between parents and the school, the situation could deteriorate, and it won't help anyone.
9. ALWAYS remember that children can't solve bullying independently. Pupils NEED the support of their parents and the school.
10. REMEMBER – IT IS NOT YOUR CHILD'S FAULT

## MONITORING AND REVIEW: PUTTING POLICY INTO PRACTICE

The school should regularly monitor and evaluate mechanisms to ensure that the policy is consistently applied.

1. Any issues identified should be incorporated into the school's action planning.
2. The Head should be informed of bullying concerns, as appropriate.