



Anti-Bullying Policy

Lockyer's Middle School

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Policy owner: Lockyer's Middle School
Date Created: November 2020
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Date for Review: October 2024

As a Rights Respecting School, children's rights are at the heart of our behaviour policy. We recognise, teach, practise and promote the rights of every child as outlined in the United Nations Convention on the Rights of the Child.

Article 19 states: Children have the right to be protected from being hurt and mistreated, in body or mind.

1. Policy objectives:

- a. This policy outlines what Lockyer's Middle School will do to prevent and tackle all forms of bullying.
- b. The policy has been adopted with the involvement of the whole-school community.
- c. Lockyer's Middle School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies and practices

This policy links with a number of other school and Trust policies, practices and action plans including:

- Wimborne Academy Trust Behaviour Policy
- School's Behaviour Procedures
- Safeguarding and Child Protection Policy
- E-Safety Policy
- Complaints Policy

3. Links to legislation

There are a number of pieces of legislation, which set out measures and actions for schools in response to bullying. These may include (but are not limited to):

- a. The Education and Inspection Acts 2006, 2011.
- b. The Equality Act 2010
- c. The Children Act 1989
- d. Protection from Harassment Act 1997
- e. The Malicious Communications Act 1988
- f. Public Order Act 1986
- g. Public Sector Equality Duty of the Equality Act 2010

4. Roles and responsibilities

The lead person will be the Headteacher.

The Headteacher will:

- a. Develop the policy in line with good practice.
- b. Communicate the policy to the school community.
- c. Ensure that agreed protocols are followed.
- d. Evaluate the progress the school is making in relation to the anti-bullying agenda.

Academy Committee Members will:

- a. Ensure the policy is developed in line with good practice.
- b. Ensure that agreed protocols are followed.
- c. Evaluate the progress the school is making in relation to the anti-bullying agenda.

Class teachers, Heads of Year and Senior Leaders are responsible for the day-to-day implementation of practices and they will:

- a. Support the development of an appropriate culture within school.
- b. Support children who have experienced bullying.
- c. Respond to children who have bullied.
- d. Model appropriate, respectful behaviour in line with our Rights Respecting Schools ethos.

Children at Lockyer's Middle School will:

- a. Embrace a culture that respects difference.
- b. Support children who have experienced bullying behaviours.
- c. Model appropriate, respectful behaviour in line with our Rights Respecting Schools ethos.

5. Participation

At every stage in the development of this policy recognition has been given to the importance of ownership. The children, staff, parent/carers, Academy Committee members and other members of the community are involved in:

- a. The development of the policy.
- b. The implementation of the policy.
- c. The evaluation of the policy.

At Lockyer's Middle School, the following specific activities are completed to ensure that this policy fully considered the views of pupils.

1. School Council members attend meetings. The points discussed include:
 - a. The purpose of an Anti-Bullying Policy.
 - b. A school definition of Bullying (The phrase 'S.T.O.P' standing for 'Several Times On Purpose' has been adopted as the school's key definition of bullying.)
 - c. When they have opportunities to learn about bullying.
 - d. How they would like to be supported when dealing with bullying.
2. Annual assemblies and dedicated curriculum time is given during national Anti-Bullying week.
3. Children and staff approve the school's anti-bullying posters and advice sheets, ensuring that they are displayed on the website, in classrooms and are shared with parents.

6. The aims and objectives

The purposes of this anti-bullying policy has been agreed with children during PSHCE lessons:

- To protect everyone in our school so that they feel safe.
- To stop bullying from happening.
- To be aware of how to deal with bullying when it is taking place.
- To support pupils who are being bullied.
- To help pupils to feel confident with telling people if they or someone else is being bullied.
- To ensure that staff know how to deal with bullying effectively.
- To educate all members of our school (pupils, teachers, parents and Academy Committee members) about bullying.
- To ensure that school is a happy environment for everyone.

In generic terms (and as stated in the DfE document 2017 “Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing bodies”.) the aims and objectives of this policy are to develop and maintain:

- a. A safe, disciplined environment where pupils are able to learn and fulfil their potential.
- b. An environment that prevents bullying from being a serious problem in the first place.
- c. A culture of respect where difference is valued that extends beyond the classroom.
- d. A system of support for children who have been bullied.
- e. A system of clear, fair and consistent responses to incidences of bullying.

Definition of bullying

Bullying is ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’ (DfE “Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing bodies”, July 2017). This also includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.

Our school asked children to define bullying and they responded that bullying is:

- Something that happens ‘Several Times On Purpose’ - ‘S.T.O.P’.
- When someone or a group of people are constantly unkind to you.
- Not just physically hurting you, but also hurting you through words and actions.
- When the bully feels that they have more power and is in charge.
- When you feel scared of someone or a group of people because you don’t know what they will do next.

8. School ethos

Lockyer’s Middle School community recognises that 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. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Lockyer’s Middle School’s core values (Appendix 3) drive our commitment to everybody achieving the best possible outcomes for themselves, valuing the role that we play and taking pride in our school.

Our community will:

- Monitor and review our anti-bullying policy and practices on a regular basis.
- Support staff to promote positive relationships, to help prevent bullying.
- Continue to uphold our ‘Rights Respecting’ ethos across the whole school to ensure that problems are dealt with effectively and that the pupils understand the importance of respecting the rights of those around them.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively, that everyone should feel safe within our community and abide by the anti bullying policy and rights respecting ethos.
- Report back to parents/carers regarding concerns of bullying and ensure that they are dealt with promptly.
- Listen to our pupils when they are feeding back ideas of how to best support them within our school.

9. Preventing bullying

Our community has a culture that embraces differences and never tolerates bullying. We achieve this through:-

a. The delivery of an appropriate curriculum that:

- Ensures positive images are reinforced.
- Ensures pupils learn about positive role models across all subject areas. ● Includes a system for talking to pupils about difference (for example during assemblies, dedicated events and lessons).
- Fosters a Rights Respecting Schools ethos.
- Ensures that our P.S.H.C.E. lessons address relevant issues and are updated in accordance with the guidelines.
- Ensures that computing lessons and assemblies tackle cyber bullying. ● Ensures that effective tutor sessions tackle pastoral issues immediately and sensitively. ● Provides systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

b. Training staff to ensure that they can identify all forms of bullying and take appropriate action, following the school's policy and procedures.

c. Regularly updating and evaluating our practice to take into account the development of technology and provide up-to-date advice and education to all members of the community.

d. Creating and supporting an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

e. Actively creating 'safe spaces' for vulnerable students within our school. f. Celebrating success and achievements to promote and build a positive school ethos. g. The Academy Committee ensuring that this policy supports the school's wider policies, ethos and values.

10. Responding & Supporting

Our school asked children about the type of support they would like and they responded:

- Worry box to be put outside the Deputy Head Teacher's offices where children can write and post any worries. These will be checked frequently and shared with appropriate staff to be dealt with promptly.
- School Council members to be on the playground to talk to anyone on their own. These children to be identifiable (for example, through a sash, badge, being seated on a bench or wearing a high-visibility jacket) etc.
- Continued education on what bullying is in lessons and assemblies that is repeated regularly.
- Support and education to be provided to all staff to ensure they understand the approach to dealing with bullying in our school.
- A wide range of people to talk to who can give them advice and guidance e.g. peers, parents, teachers, NSPCC, Child line, the police.
- Posters placed around school so that children know how to seek support. ● Having someone who is trustworthy to confide in – multiple members of staff who are designated support.
- A kind, understanding approach.
- For the bully to be dealt with and opportunities to tell the bully how you feel. ● Teachers, parents and victims to be involved in managing these situations. ● Teachers to feedback what has been done to resolve the situation.
- Teachers and other children should take on the responsibility to stop bullying, not just the victim.

- A safe place for children during break or lunch if they feel unable to go outside where there will be a member of staff who can be there to listen and support them.

The following steps can be taken when dealing with all 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.
- Heads of Year will be made aware of any concerns and will meet with all parties involved.
- All incidents of bullying will be recorded on My Concern, the school's safeguarding monitoring software, with the title 'BULLYING INCIDENT'
- If required, the Headteacher/Designated Safeguarding Lead or another member of leadership team will work alongside the Head of Year to continue dealing with the incident.
- A Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- 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.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, with actions taken by school leaders communicated to all parties concerned.
- If necessary, other agencies will be consulted or involved.
- Where the bullying takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken in accordance with the school's behaviour policy.

11. Cyberbullying

As recommended by Childnet International document 2016 "Cyberbullying: Understand, Prevent and Respond. Guidance for schools", our school will respond to cyberbullying by:

- Ensuring that we act as soon as possible after an incident has been reported or identified.
- Providing appropriate support for the person who has been cyberbullied and working with the person who has carried out the bullying to ensure that it does not happen again.
- Encouraging the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Ensuring a Designated Safeguarding Lead records information of the cyberbullying where there are safeguarding concerns using 'My Concern'.
- Taking all available steps where possible to identify the person responsible.
- Ensuring that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Informing the police if a criminal offence has been committed.
- Providing information to staff and pupils regarding steps they can take to protect themselves online.

12. Child Protection

Our school recognises that under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Safeguarding Lead who will take the necessary steps to escalate their concerns to the appropriate Local Authority to ensure the safety of children in our school.

13. Recording

Our school has a clear system for gathering information about what is happening within school. 'Cause for Concerns' are logged by all staff to report incidents of unacceptable behaviour and these are held centrally on SIMS. For incidents that are deemed, by the Senior Leaders, to be bullying or prejudice related additional records will be kept on My Concern.

14. Reporting and Evaluating

Our school will track pupil behaviour and safeguarding concerns raised termly. A report will be produced, to be reviewed by the Senior Leadership Team and Academy Committee members before actions are agreed and monitored.

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making in respect of the anti-bullying agenda. In order to gain the feedback from our pupils, we ask them to complete a pupil questionnaire on a yearly basis.

15. Resources

Our school is aware of resources that can support this work (Appendix 4). We frequently look for updated material to ensure that the information we provide our staff and pupils is current and up-to-date.

This policy has been shared with all staff at school, each of whom have been given a copy, and this policy is shared with parents/carers. A copy of this policy can be found on the school website at: www.lockyersmiddle.org



At Lockyer's Middle school we work together to STOP any form of bullying.



**SEVERAL
TIMES
ON
PURPOSE**

Always tell an adult if you or somebody else feels upset, unsafe or worried

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

19



Lockyer's Middle School Anti-bullying Guide

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

What is bullying?

- Bullying is when someone or a group of people are physical or emotionally harmful to another person.
- The actions are repeated Several Times On Purpose
- Cyberbullying is when unacceptable behaviour is expressed online or through text message.

What to do if you or someone else is being bullied.

- Talk to someone you trust about it – don't hide it inside.
- Show them you are not afraid – remove yourself from the situation and find help.
- Telling someone will help stop the problem from getting worse.
- If you think someone else is being bullied, go and get them help.
- Don't react to the bully.

I have the right to:

- Feel safe.
- Have someone to talk to/ share my worries with.
- Have somewhere to go when I'm feeling worried.
- Be valued.
- Be happy at school.
- Be respected.
- Not be bullied.



19 Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

I have the responsibility to:


- Be kind to others
- Help those who are being bullied.
- Spread the message that bullying is not ok.
- Think before I act.
- Ensure that what I put on social media is thought about and sensible.
- Think about other people's feelings.



Several
Times
On
Purpose

Lockyer's Middle School

Values and Curriculum Drivers



WIMBORNE
Academy Trust

Our core values drive our commitment to everybody achieving the best possible outcomes for themselves, engaging with learning, valuing the role that we each play and taking pride in our school. We are all committed to collaboration to achieve excellence.

ENDEAVOUR
Embracing aspiration and resilience.


EMPATHY
Valuing diversity, tolerance and the views of others.

CURIOSITY
Seeking new knowledge and skills.

LEADERSHIP
Learning skills to problem solve, make decisions and be courageous.

WELL-BEING
Understanding the importance of keeping healthy and safe.

COMMUNITY
Developing value and responsibility within our community.



Excellence through Endeavour

RESOURCES

1.1 DfE resources

DfE Behaviour and Discipline in Schools Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf)

1.2 Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

1.3 Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <https://www.anti-bullyingalliance.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <https://www.kidscape.org.uk/>

NSPCC: Advice for parents and carers to help keep children safe from bullying, wherever it happens. <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

1.4 Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. <https://www.childnet.com/>

1.5 LGBT

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. <http://www.schools-out.org.uk/>

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools. There is a dedicated youth site, resources for schools, and specialist training for teachers. <https://www.stonewall.org.uk/>

1.6 SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk>

1.7 Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. www.homeoffice.gov.uk/equalities/equality-act
- iv. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate <http://www.legislation.gov.uk/ukpga/1989/41/contents>
- v. Ofsted. No Place for bullying – How schools create a positive culture and prevent and tackle bullying. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf