



LOCKERS PARK SCHOOL

ANTI-BULLYING POLICY

Date Last Updated	By...
January 2017	Reviewed by ISI consultant
February 2017	GT
September 2017	GT
September 2018	GT

LOCKERS PARK SCHOOL
ANTI-BULLYING POLICY
Applicable to the Early Years Foundation Stage

STATEMENT OF INTENT

Lockers Park recognises that bullying, both physical, emotional and psychological has a very serious impact on the lives of children in the present and in their long term future development. Bullying, victimisation and discrimination will not be tolerated.

The Lockers Park community is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. This is based upon respect, good manners and tolerance in a safe and caring environment, free from disruption and harassment. Pupils, parents and carers are treated fairly and with consideration.

OBJECTIVES OF THE POLICY

- To define bullying;
- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to demonstrate that bullying is taken seriously;
- to promote the measures that are taken to prevent bullying;
- to support those who identify and protect those who are/feel bullied;
- to demonstrate that the safety and happiness of pupils is enhanced by dealing with bullying positively;
- to encourage pupils to speak out if they feel that they are being bullied;
- to demonstrate that effective leadership promotes an open and honest counter bullying ethos;

WHAT IS BULLYING?

Intentional and repetitive hurting, harming or humiliating of another person or group by physical, verbal or technological means. It can involve:

- manipulation of a third party
- complicity that falls short of direct bullying
- motivation by prejudice against particular groups, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer
- We must be aware of children who are vulnerable. Vulnerability isn't always visible to adults. The teacher must look for signs of pupils who are different or vulnerable in some way, and also those who may be suffering in silence.

CYBERBULLYING

The use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. (refer to cyber bullying policy)

BYSTANDER

- The bystander knows about or has seen bullying but they don't do anything – they are silent. They stand by and watch the bullying happen. They do nothing to help the victim. Their decision allows the bullying to continue.
- Sometimes bystanders don't want to get involved because they are worried about getting bullied themselves, or they are enjoying being an audience to the drama of bullying.
- The bystander needs to realise that by doing nothing they can be as harmful as the perpetrator. Support the victim so they don't feel alone and help the perpetrator to see. Use your voice to tell an adult about what has happened and make an equal balance of power.

POLICY GUIDANCE

This policy refers to and complies with:

- Keeping Children Safe in Education (DFE - September 2018)
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2015)
- The Early Years Foundation Stage: Statutory Framework 2014
- Preventing and Tackling Bullying (DFE – October 2014)
- Working Together to Safeguard Children (DFE – March 2017)
- Every Child Matters: Change for Children in Schools (DFE – 2005)

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

Emotional

- displays of excessive anxiety, becoming withdrawn or unusually quiet;
- diminished levels of self-confidence;
- displaying repressed body language and poor eye contact;

Physical

- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- unwillingness to attend school; a change in established habits;
- equipment, bags and other belongings being damaged or going missing;
- frequent visits to the Surgery with minor ailments;
- unexplained cuts and bruises;
- frequent absence or lateness;
- choosing the company of adults;
- difficulty in sleeping, experiences nightmares;
- talking of self-harming, suicide or running away.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

PREVENTATIVE MEASURES

- New staff are given guidance on the school's anti-bullying policy and how to react to allegations of bullying. They are required to read the school's policy as part of their induction;
- All staff are kept aware through regular inset training and staff meetings, of the principles of the school policy, their legal responsibilities, actions which are designed to resolve and prevent problems, and sources of support which are available. The training includes preventative actions in relation to online bullying. Training is also offered to parents.
- Issues of bullying and the development of pupil's anti-bullying values, and social responsibilities are reinforced in Assemblies, and PHSE, English, Drama and RS lessons; to counter cyber-bullying pupils are taught safe and responsible use of communication technologies in the e-safety strand of ICT and PSHE lessons; and about their responsibilities as bystanders
- All our pupils are encouraged through tutorials and PHSE lessons to tell a member of staff at once if they know or suspect bullying including cyber-bullying to be taking place;
- The Anti-bullying policy is available on the school website and parent handbooks outline the school's approach;
- A strong and experienced pastoral team of Class Teachers in the Pre-Prep and Tutors, Heads of Year, and House Master support the Deputy Head Pastoral in the Prep School. They are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying;
- Each form room displays the Lockers Park Code of Conduct and a Support information sheet;
- The pastoral team gives support and guidance to other staff on handling and reporting incidents of bullying behaviour;
- Individual pupil pastoral profiles are discussed at weekly Pastoral meeting;
- All pupils have access to a telephone helpline, at an age appropriate stage in the Prep School enabling them to call for support in private.
- We provide leadership and team-building training to all our Year 7 pupils which covers the importance of offering support and assistance to younger and to vulnerable pupils.
- We receive feedback from parents and guardians on the well-being of their children;
- The Friendship Stop (Pre-Prep) provides immediate contact for children who would like a friend to play with.
- In the boarding houses, there is a strong team of tutors supporting the House Master and the Matrons, who act in loco parentis. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the House Master and parents/guardians, and would always make contact if we were worried about a pupil's well-being.

- All boarders and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's website. All boarders know how to report anxieties to their House Master or to another member of the pastoral team.
- Use of mobile phones and other electronic devices is carefully monitored and controlled (see Boarding Handbook)
- Our boarding house display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans etc.
- Staff are trained to recognise children who are vulnerable and at risk from bullying and support structures are put in place.
- ICT curriculum addresses online safety and PSHE
- In line with the school's safeguarding policy, banter is not tolerated.

REPORTED BULLYING PROCEDURE

If an incident of suspected bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who discovers the situation, will control the situation, reassure and support the pupils involved;
- He/she will inform an appropriate member of the pastoral team as soon as possible;
- All participants and witnesses, if appropriate, will be interviewed individually and may be asked to write an account of events (the Deputy Head will conduct the interviews dependent on the seriousness of the incident);
- Interviews and statements will be recorded so that the school is able to monitor the effectiveness of our approach, to enable patterns to be identified and suitable actions to be taken to reduce the incidence of bullying
- The Deputy Headmaster will make judgement as to whether the behaviour constitutes bullying and the appropriate disciplinary course of action;
- Sanctions may be appropriate (refer Behaviour Policy, Rewards and Sanctions Policy);
- Parents will be informed and invited for interview with the Deputy Head dependant on the outcome of the investigation;
- Form tutors, boarding and senior members of staff will be informed as appropriate;
- Support and counselling will be put in place for the victim. The victim must be encouraged to tell and see that telling works. There needs to be no fear that telling will make it worse.
- Support and counselling will be put in place for the perpetrators of bullying behaviour;
- Monitoring and review will be ongoing through pastoral meetings and further interviews with pupils and parents, if appropriate;
- The school may exclude a pupil in cases of severe and persistent bullying, and in the event that the support put in place does not result in the modification of behaviour to an acceptable level;

- A bullying incident will be treated as a Safeguarding concern when there is reasonable cause to suspect that the child is suffering or is likely to suffer significant harm. In these cases it will be necessary to make a report to the Social Services and, where there is suspicion that a crime has been committed, to the Police.
- The staff are made aware of vulnerable children and those at risk of bullying. They work closely with the LE co-ordinator who assist with training in recognising issues.

EYFS

- Pupils are taught why some forms of behaviour are unacceptable and hurtful to others. Sanctions may be the removal from an activity, loss of free time (refer Behaviour, Discipline and Sanctions Policy).
- A child may be sent to see the Deputy Headmaster, who will explain the inappropriateness of a particular action.
- Parents are always informed and may be invited in for interview.
- The school may exclude a pupil in cases of severe and persistent bullying, and in the event that the support put in place does not result in the modification of behaviour to an acceptable level.

COMPLAINTS

- Parents are referred to the Complaints Policy should they feel that bullying behaviour is not being addressed appropriately.
- Parents of EYFS children may contact Ofsted directly (refer to Complaints Policy).

MONITORING AND EVALUATION

- Policy and procedures are adjusted on an ongoing basis by the Deputy Head on receipt of guidance from DFE, ISI, IAPS, local children's social care authorities or through best practice judgement at Lockers Park.
- Any case of bullying recorded will involve a full policy review to check that the system in place is working effectively. This will be conducted by a member of the pastoral committee and the committee will discuss improvements or amendments needed.

POLICY AVAILABILITY

Lockers Park Safeguarding Policy and Anti-Bullying Policy are available:

- On the website
- School Office
- Deputy Head office

List of associated policies

- [Safeguarding](#)
- [Behaviour](#)

- Acceptable use of ICT
- [Curriculum](#)
- [Cyber bullying](#)
- ICT policy

GT
September 2018