Lockyer's Middle School

Anti Bullying Policy

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 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:

1. This policy outlines what Lockyer's Middle School will do to prevent and tackle all forms of bullying.
2. The policy has been adopted with the involvement of the whole school community.
3. 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

This policy links with a number of other school policies including:
- Behaviour Policy
- Complaints Policy
- Child protection Policy
- E-Safety 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):
1. The Education and Inspection Acts 2006, 2011.
2. The Equality Act 2010
3. The Children Act 1989
4. Protection from Harassment Act 1997
5. The Malicious Communications Act 1988
6. Public Order Act 1986

4. Roles and responsibilities

The lead person will be the Headteacher.

The Headteacher will:
1. Develop the policy in line with good practice.
2. Communicate the policy to the school community.
3. Ensure that agreed protocols are followed.
4. Evaluate the progress the school is making in relation to the anti-bullying agenda.

School Governors will:
1. Ensure the policy is developed in line with good practice.
2. Ensure that agreed protocols are followed.
3. 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:
1. Support the development of an appropriate culture within school.
2. Support children who have experienced bullying.
3. Respond to children who have bullied.
4. Model appropriate, respectful behaviour in line with the Rights Respecting Schools ethos.

Children at Lockyer's Middle School will:
1. Embrace a culture that respects difference.
2. Support children who have experienced bullying behaviours.

3. Model appropriate, respectful behaviour in line with the 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, governors and other members of the community are involved in:

1. The development of the policy.
2. The implementation of the policy.
3. The evaluation of the policy.

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

1. Article 12 members attended an anti-bullying conference in November 2017. Points they discussed were:
   a. Consider the purpose of an Anti-Bullying Policy
   b. Define Bullying
   c. Consider when they have opportunities to learn about bullying
   d. Decide how they would like to be supported when dealing with bullying
2. The Year Leaders led year group assemblies during national Anti-Bullying week.
3. The Article 12 group, along with members of the School Council, met to re-design the school's 'S.T.O.P' posters (Appendix 4), and a pupil friendly version of an anti-bullying advice sheet (Appendix 5) to go onto the school website, to be displayed in classrooms and to be sent to parents on parentmail. The phrase 'S.T.O.P' standing for 'Several Times On Purpose' was adopted as the school's key definition of bullying.
4. An Anti-Bullying display was produced in the school hall.

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 through a Parent Mail. A copy of this policy can be found on the school website at: www.lockyersmid.dorset.sch.uk

The following pupils and staff worked as part of the focus group producing this policy:

Mrs L. Evans	Head of Year 5.
Kristina Churchouse	Year 5 pupil
India West	Year 5 pupil
Martha Patterson	Year 5 pupil
Beth Dobb	Year 6 pupil
Megan Mills	Year 6 pupil
Thomas Hannaford	Year 6 pupil
Millie West	Year 7 pupil
Alexis McNicholas	Year 7 pupil
Meadow Pickford-Rowland	Year 7 pupil
Oliver Tregale	Year 7 pupil
Henry Crocombe	Year 8 pupil
Noah Guppy	Year 8 pupil
James Payne	Year 8 pupil
Jacob Courtenay	Year 8 pupil

6. The aims and objectives

Lockyer's Middle School asked children what they felt the purpose of an anti-bullying policy should be and they responded:

- To keep children safe.
- To stop bullying from happening.
- To be aware of how to deal with bullying when it is taking place.
- To support students who are being bullied.
- To help you feel confident with telling people if you or someone you know is being bullied.
- The policy should be clear so staff in school know how to deal with bullying effectively.
- To protect everyone in our school.
- To educate all members of our school (students, teachers, parents and governors) about bullying.
- To ensure that school is a happy and safe place 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:
1. A safe, disciplined environment where pupils are able to learn and fulfil their potential.
2. An environment that prevents bullying from being a serious problems in the first place.
3. A culture of respect where difference is valued that extends beyond the classroom.
4. A system of support for children who have been bullied.
5. A system of clear, fair and consistent responses to incidences of bullying.

7. 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.
- One of the worst things that can happen to you.
- 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.

Our community will:

4

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships, to help prevent bullying.
- Continue to develop a rights respecting ethos across the whole school to ensure that problems are dealt with effectively and that the students 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.

9. Preventing bullying

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

i. The delivery of an appropriate curriculum. This curriculum will consider:
   a. Ensuring positive images are reinforced.
   b. Ensuring that pupils learn about positive role models across all subject areas.
   c. A system for talking to pupils about difference including assemblies, dedicated events and lessons.
   d. Fostering of a Rights Respecting Schools ethos
   e. Ensuring that our P.S.H.C.E. lessons address relevant issues and are updated in accordance with the guidelines.
   f. Ensuring that ICT lessons and assemblies tackle cyber bullying.
   g. Ensuring that effective class group sessions tackle pastoral issues immediately and sensitively.
   h. Providing systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
ii. Training staff to ensure that they can identify all forms of bullying and take appropriate action, following the school's policy and procedures.
iii. 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.
iv. Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
v. Actively creating 'safe spaces' for vulnerable students within our school.
vi. Celebrating success and achievements to promote and build a positive school ethos.
vii. Recognising that bullying can be perpetrated or experienced by any members of the community, including adults and children (peer on peer abuse).
viii. Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
ix. The Governing Body ensuring that the school's equality objectives support this policy.

10. Involvement of pupils

We will:
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Involve the Rights Respecting Article 12 group and School Council in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- Ensure our students have a voice within our school. The Article 12 group will provide feedback to the staff on how their peers feel anti-bullying is taught and dealt with within our community.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Ensure that all pupils know how to express their worries and anxieties about bullying.

11. Responding & Supporting

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

- 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.
- School posters.
- Assemblies.
- Support from inside and outside of school
- Having someone they trust to talk to as a designated person. This person would listen and not judge.
- A kind, understanding approach.
- Someone trustworthy to confide in.
- The opportunity to discuss what is best for the victims.
- For the bully to be dealt with.
- Teachers, parents and victims to be involved in managing these situations.
- Teachers not to ignore these incidents.
- Opportunities to tell the bully how you feel.
- Follow up on reported incidents – has it stopped?
- Teachers and other children should take on the responsibility to stop bullying, not just the victim.

From November, 2017, the school developed a team of peer mediators. A group of Key Stage 3 students were trained by a member of teaching staff on how to deal with problems effectively and provide support for students within the school who may need it.

The following steps may 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.
- If required, the Headteacher/Designated Safeguarding Lead or another member of leadership staff will work alongside the Head of Year to continue dealing with the incident.
- The 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's behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved.
- Where the bullying takes place off of 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.

12. 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 an incident has been reported or identified.
- Providing appropriate support for the person who has been cyberbullied and work 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 the Designated Safeguarding Lead is informed of the cyberbullying where there are safeguarding concerns.
- 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.

13. 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 refer to Children's Services Social Care.

14. Reporting

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 School Leaders, to be bullying or prejudice related additional records will be kept on SIMS and/or My Concern.

15. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children and parent carers and not necessarily via a reduction in reported incidents. Our school has standard evaluation forms, that will be used by Heads of Year to access impact as they review the tracking of Cause for Concerns within their year group. (Appendix 1 and 2)

16. Resources

Our school is aware of resources that can support this work (Appendix 3). We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

17. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and to parents via newsletters.

Appendix 1
Lockyer's Middle School Evaluation Form 1

4.1   *This form should be sent to children / young people parent / carers who have been involved in a bullying incident in the past twelve months. Schools / settings may wish to amend the wording/ format to suit the age / stage of the audience.*

Dear Child / Young Person (Parent / Carer)

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)

1	2	3	4	5
(Not easy)				(Very easy)

Comment if we could improve what we did:

How satisfied were you with how the school responded at the time.

1	2	3	4	5
(Not satisfied)				(Very satisfied)

Comment if we could improve what we did:

How satisfied were you with the intervention put in place following the incident

1	2	3	4	5
(Not satisfied)				(Very satisfied)

Comment if we could improve what we did:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Lockyer's Middle school one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Headteacher

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Lockyer's Middle School Evaluation Form 2

Dear Pupil

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem.

Class / Form Group

M / F

Do you know how to report an incident of bullying?   **no / yes**

Do you know what will happen if you report an incident of bullying.   **no / yes**

Do you know what support is available for pupils who experience bullying   **no / yes**

Do you feel safe at this school

1	2	3	4	5
No				**yes**

Please tell us about any improvements we could make within our school with respect to bullying.

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Lockyer's Middle School one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Head teacher

RESOURCES

1.1 DfE resources

DfE Behaviour and Discipline in Schools Guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

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.gov.uk/government/publications/preventing-and-tackling-bullying

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/

1.4   Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. http://www.childnet.com/resources/cyberbullying-guidance-for-schools

1.5   LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. https://each.education/resources

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, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues. http://www.stonewall.org.uk/

1.6 SEN/D

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/

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

1.7 Key Documents

i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. https://www.gov.uk/government/publications/preventing-and-tackling-bullying

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. Ofsted. Children on bullying A report by the Children's Rights Director for England http://www.ofsted.gov.uk/resources/children-bullying

iv. 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**

v. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society https://www.gires.org.uk/guidance-on-combating-transphobic-bullying-in-schools/

Lockyer's Middle Schools says…

Several **T**imes **O**n **P**urpose

to bullying.

Ensure you always tell an adult if you or someone else is being bullied.

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

Article 12 Group 2017/18

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Lockyer's Middle School
Anti-bullying Advice.

<u>Article 19</u> - You have the right to be protected from being hurt and mistreated, in body or mind.

Article 12 Group 2017/18

What is bullying?

Bullying is when someone or a group of people are physically 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 that 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.

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.

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

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DOCUMENT DETAIL	
Delegated Committee	Teaching Learning & Community Committee:
Document Title:	**Anti Bullying Policy**
Next Review Date:	January 2021
Approving Body	Full Governor's Committee
Date Approved	10th January 2018
Chairman's Signature	
Target Audience	All Employees

DOCUMENT HISTORY					
Date of Issue	**Version No.**	**Next Review Date**	**Date Approved**	**Person Responsible for Change**	**Nature of Change**
July 2012	1	Dec 2015	October 2012	Head Teacher	First Issue
July 2012	2	Dec 2015	11/2/15	Head Teacher	P5 designated staff name changes
January 2018	3	Jan 2021	10/1/18	L Evans	Revised to reflect current practice.

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