



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
September 2019	GT
September 2020	GT
June 2021	Reviewed by Paul Spillane
September 2021	GT
February 2022	NC
October 2022	NC
September 2023	NC
August 2024	NC
August 2025	NC

LOCKERS PARK SCHOOL
ANTI-BULLYING POLICY (including CYBER BULLYING)
Applicable to the Early Years Foundation Stage

STATEMENT OF INTENT

Lockers Park recognises that bullying; cyber, 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.

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents, the Handbook for the Inspection of Schools Regulatory Requirements and the Early Years Foundation Stage: Statutory Framework 2024. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2025 and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

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;

Definition of Bullying

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. 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.

- Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying).
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

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.

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 PSHE, 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 assemblies, form time and PSHE 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 Little Lockers and Tutors, Pastoral Committee, Boarding Parents and Set Masters support the Deputy Head 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;
- 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 (Little Lockers) 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 Boarding Parents 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 Boarding Parents 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 the boarding staff or to a 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 raise a concern via MyConcern;
- All participants and witnesses, if appropriate, will be interviewed individually and may be asked to write an account of events;
- Interviews and statements will be recorded on MyConcern 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;
- A member of the pastoral leadership team will make a judgement as to whether the behaviour constitutes bullying and the appropriate disciplinary course of action;
- Sanctions may be appropriate (refer to Behaviour Policy, Rewards and Sanctions Policy);
- Parents will be informed and may be invited for interview with the relevant member of the pastoral leadership team dependant on the outcome of the investigation;

- Form tutors, boarding and senior members of staff will be informed as appropriate;
- 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 Child Protective 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 SEN co-ordinator who assists with training in recognising issues.
- Bullying on the basis of protected characteristics is taken particularly seriously and is distinguished in our bullying incidents reporting.

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, Rewards and Sanctions Policy).
- A child may be sent to see a member of the pastoral committee, 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.

CYBERBULLYING

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide 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.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school system
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in

accordance with the law and also the school searching and confiscation policy.

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying in line with the Behaviour Policy; 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.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists
 - helping those involved to think carefully about what private information they may have in the public domain.

The school utilises Impero software to monitor and filter online content, in line with KCSIE 2025. Staff are trained each year in the use and management of the software. Should an alert indicate online bullying, all steps and procedures according to this and the safeguarding policy will be followed.

- A review of online monitoring and filtering within the school is presented to governors each term.

SUPPORTING PUPILS

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, 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 concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and accounts and or content to be reported to the service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- 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 Early Help, Child Protective Services, or Child and Young People's Mental Health Service (CYPMHS) as appropriate.

SUPPORTING ADULTS

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- 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 or legal action as appropriate or required.

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

List of associated policies

- Behaviour Policy
- Curriculum Policy
- Safeguarding Policy
- Lockers Park Computing Policy & Handbook
- Pupil Computing Acceptable Use Policy