Anti–Bullying Policy

www.lmsc.org.uk

1. PURPOSE / RATIONALE

This policy sets out how LMSC prevents, identifies, records, investigates and responds to bullying, including cyberbullying, prejudice-based and hate incidents, and sexual harassment/child-on-child abuse, ensuring a safe and respectful environment. It aligns with: - Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children 2025.
- DfE: Preventing and Tackling Bullying; Behaviour in Schools; Sexual Violence and Sexual Harassment guidance; Searching, Screening and Confiscation.
- Equality Act 2010 and Public Sector Equality Duty (PSED).
- Ofsted Education Inspection Framework (EIF).
- UK GDPR/Data Protection Act 2018.
This policy should be read with: Safeguarding & Child Protection, Behaviour & Discipline, Online Safety & Filtering/Monitoring, SEND & Inclusion, EDI, Prevent Duty, Data Protection & Privacy Notices.

2. SCOPE

Applies to all students (16–19 and adults), applicants during assessment days, staff and volunteers (for reporting/response), and covers conduct on-site, off-site (travel, trips, work experience, alternative provision) and online (use of LMSC or personal devices/platforms where conduct affects the LMSC community).

3. DEFINITIONS

- Bullying: behaviour that is repeated, intentional and involves an imbalance of power, causing physical or emotional harm.

- Prejudice-based bullying/hate incidents: hostility or prejudice related to protected characteristics (age; disability; gender reassignment; marriage/civil partnership; pregnancy/maternity; race; religion/belief; sex; sexual orientation).
- Cyberbullying: bullying via digital technologies (social media, messaging, gaming, email, images/video).

- Sexual harassment/violence & harmful sexual behaviour (HSB): unwanted sexual conduct, upskirting, coercion, image-based abuse, and offences as defined in law.
- Child-on-child abuse: any form of abuse perpetrated by learners.

4. POLICY STATEMENT

LMSC:
1. Maintains a zero-tolerance stance on bullying, harassment and hate incidents.
2. Builds a preventative culture through curriculum, staff training, student leadership and visible adult presence.
3. Provides clear, accessible reporting routes, including options to report anonymously.
4. Responds promptly and proportionately, with both supportive and disciplinary measures.
5. Records, analyses and learns from incidents to reduce recurrence and eliminate disparities.
6. Ensures reasonable adjustments and tailored support for SEND/EHCP and other vulnerable learners.
7. Works with parents/carers (where applicable) and external agencies to safeguard learners

5. ROLES AND RESPONSIBILITIES

G**overning Body/Proprietor** – Approves policy; receives termly reports (no personal data) on incidents, actions and trends.

Head of Centre (HoC) – Overall accountability; ensures resourcing/training; approves exclusions.

DSL (Eman Ahamed)/DDSL (Anis Zaman) – Lead safeguarding responses; risk assess; liaise with Police/Children's Social Care; keep records; implement safety plans.

Behaviour Lead (VP/Student Experience) – Oversees behaviour systems; quality assures investigations; monitors data; leads staff training.

EDI Lead – Monitors prejudice-based incidents; supports Equality Objectives and staff CPD.
SENCo/AAL – Advises on reasonable adjustments; supports APDR plans; coordinates specialist support.

IT Manager – Manages online safety (filtering/monitoring), evidence capture and digital takedown/escalation routes.

HoDs/Teachers/Tutors – Promote positive culture; teach routines; respond to concerns; record incidents; complete restorative work.

Students – Follow the Code of Conduct; report concerns; act as upstanders, not bystanders.

Parents/Carers (where applicable) – Support engagement and attend meetings when requested.

6. PREVENTION & CULTURE

- Induction & expectations: explicit teaching of conduct standards, bystander roles, reporting routes and online safety.

- Curriculum: PSHE/tutorials cover respectful relationships, consent, equality, online behaviour, media literacy and British values.

- Student leadership: ambassadors/mentors; Anti-Bullying Week activities; student voice informs actions.

- Environment: staff presence in hotspots; safe spaces and quiet rooms; inclusive displays and messaging.

- Staff training: annual training on recognising, recording and responding (including HSB and online harms).

- Partnerships: work with local services/charities for workshops and support.

7. REPORTING & RECORDING

- Routes to report (students/staff/parents): tutor/teacher; Behaviour Lead; DSL/DDSL; EDI Lead (for prejudice-based incidents); online/anonymous form; email; in person.
- Immediate risk: call 999.
- Recording: all incidents logged on the MIS/safeguarding system using the Anti-Bullying Incident Form (Appendix B) with classification (type, location, characteristics), actions and outcomes.

Confidentiality: handled sensitively; information is shared on a need-to-know basis and in line with data protection.

8. RESPONSE & INVESTIGATION PROCEDURE

1. Make safe: assess immediate risk; separate parties; first aid and safeguarding as required; inform DSL if risk indicators present.

- Record: take factual accounts from those involved/witnesses; preserve evidence (screenshots, messages) proportionately.

- Classify: bullying, prejudice-based incident, cyberbullying, HSB, other; consider SEND/equality implications.

- Decide actions: restorative meeting/mediation; sanctions; safety plan; referral to DSL/Police/Children's Social Care where thresholds met.

- Inform: parents/carers (where appropriate) and relevant staff; agree communication plan.

- Follow-up: review impact within 10–20 school days (or earlier as needed); escalate if repeated.

Record outcomes and upload to behaviour/safeguarding logs; update equality monitoring.

9. SANCTIONS & RESTORATIVE MEASURES (ILLUSTRATIVE)

- Restorative conversation/mediation, reflective tasks, apology (not forced).
- Community reparation; loss of privileges/trip exclusion (proportionate).
- Detention/academic catch-up; report card/behaviour contract.
- Removal from class; timetable adjustments; supervised study.
- Suspension for serious or persistent bullying; permanent exclusion as a last resort.
- Exams: incidents impacting assessment integrity handled under Examinations and Malpractice policies.

10.SUPPORT FOR STUDENTS

1. Victims/Targets: trusted adult allocated; safety plan; mentoring; wellbeing support/counselling; curriculum catch-up; seating/rooming changes; reasonable adjustments for SEND/trauma.
2. Those who bully: behaviour contract; restorative work; targeted interventions (empathy, online behaviour, substance/anger support); SEND assessment where appropriate; referral to external services if needed.

Bystanders/Peers: education and support to be upstanders; guidance on safe reporting.

11. CYBERBULLYING & ONLINE HARMS

- Apply Online Safety & Filtering/Monitoring Policy; preserve evidence appropriately; work with platforms for removal where feasible.

- Actions may include blocking, reporting to platforms/police, device checks (lawful basis), and digital education.

- Image-based abuse and sexualised content are managed with the DSL in line with KCSIE/UKCIS guidance; illegal content is reported to Police/CEOP immediately.

12. PREJUDICE-BASED & HATE INCIDENTS

- All incidents are recorded and addressed; trends are analysed by characteristic to identify disproportionality.

- Sanctions escalate for repeat or aggravated incidents; restorative and educational measures target prejudice and misinformation.

The EDI Lead reports termly to Governance on patterns and actions.

13.SEND, VULNERABILITY & REASONABLE ADJUSTMENTS

- Consider communication differences, social understanding, sensory processing, trauma and mental health.

- Provide accessible reporting routes, adjusted interviews, and advocacy where needed.

- Reasonable adjustments enable participation in processes and learning but do not excuse harm.

14. OFF-SITE & OUT-OF-HOURS CONDUCT

Bullying outside college (transport, social media, trips, work placements) that affects members of the LMSC community is investigated and sanctioned as appropriate; safeguarding referrals made where thresholds are met; employers/providers informed where relevant.

15. DATA PROTECTION & CONFIDENTIALITY

- Records may include personal and special-category data. Processing is under UK GDPR/DPA 2018 using public task/legitimate interests, and substantial public interest (safeguarding) where relevant.

- Data minimised; access restricted; retention per schedule; anonymised reporting to governance.

16. MONITORING, EVALUATION & GOVERNANCE

- Termly analysis of incident data (type, location, protected characteristic trends, repeat cases, outcomes, student voice).

- Findings feed Equality Objectives and the Quality Improvement Plan (QIP).

- Policy effectiveness is reviewed annually or earlier after serious incidents/inspection feedback.

17. ASSOCIATED DOCUMENTS & REFERENCES

- LMSC: Safeguarding & Child Protection; Behaviour & Discipline; Online Safety & Filtering/Monitoring; SEND & Inclusion; EDI; Prevent Duty; Examinations; Malpractice & Maladministration; Attendance; Data Protection & Privacy Notices; Complaints.

- National: KCSIE 2025; Working Together 2025; DfE Preventing and Tackling Bullying; DfE Sexual Violence/Sexual Harassment; DfE Behaviour in Schools; Equality Act 2010; UK GDPR/DPA 2018; UKCIS guidance on sharing nudes/semi-nudes.

18. APPROVAL & REVIEW RECORD

Version	Date Approved	Approved By (Signature)	Role	Next Review
1	[DD/MM/YYYY]		Head of Centre	[DD/MM/YYYY]

17. APPENDICES

Appendix A: Anti-Bullying Response Flowchart

- Report received → Make safe → Record (Appendix B) → DSL risk assessment? (Y/N) → Decide actions (restorative/disciplinary/safeguarding referral) → Inform parents/carers as appropriate → Implement support plan(s) → Review in 10–20 days → Close/Extend actions → Log outcomes and update equality monitoring.

Appendix B: Separate Invigilation – Criteria & Controls

Date/ Time	Repor ter	Locati on/Pl atfor m	Type (bully ing/pr ejudic e/HS	Descr iption (verb atim)	Evide nce	Partie s & witne sses	Imme diate actio ns	Safeg uardi ng notifi ed	Paren t infor med (Y/N/	Outco me	Revie w date

Appendix B: Separate Invigilation – Criteria & Controls

- Granted for substantial and long-term difficulties (e.g., social anxiety, medical conditions) or temporary issues with evidence; not for convenience.
- Risk assessment completed; doors/windows allow visibility; ratio per regulations; safeguarding considerations documented.

APPENDIX C – RISK ASSESSMENT & SAFETY PLAN (VICTIM/TARGET)

Risk	Likelihood	Impact	Controls (environm ent/timata	Adult lead	Start	Review	Notes

APPENDIX D – BEHAVIOUR CONTRACT / RESTORATIVE PLAN (PERPETRATOR)

TARGETS · EXPECTATIONS · RESTORATIVE ACTIONS · SUPERVISION/MENTOR · SUPPORT/INTERVENTIONS · SANCTIONS FOR NON-COMPLIANCE · REVIEW DATES.

APPENDIX E – COMMUNICATIONS TEMPLATES

ACKNOWLEDGE REPORT (TO STUDENT/PARENT) · OUTCOME LETTER · SAFETY PLAN SUMMARY · EXTERNAL REFERRAL CONFIRMATION.

APPENDIX F – CURRICULUM MAP (TUTORIAL/PSHE – ANTI-BULLYING)

SEQUENCED TOPICS: RESPECT & INCLUSION; PREJUDICE/HATE; ONLINE BEHAVIOUR; CONSENT & HSB; REPORTING ROUTES; BYSTANDER TO UPSTANDER; DIGITAL FOOTPRINT; MEDIA LITERACY. INCLUDE ANTI-BULLYING WEEK ACTIVITIES AND STUDENT-LED CAMPAIGNS.

APPENDIX G – SUPPORT & EXTERNAL HELPLINES

CHILDLINE | THE MIX | REPORT HARMFUL CONTENT | CEOP | LOCAL AUTHORITY SERVICES | SPECIALIST CHARITIES (E.G., ANTI-RACISM, LGBT+, DISABILITY ADVOCACY).

Printed copies are uncontrolled. The Behaviour Lead maintains the master version and ensures all students and staff are briefed on this policy each academic year
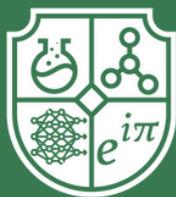
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Contact