Liverpool College
Anti-Bullying Policy

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Mission Statement
Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess
We believe that the development of character, creativity intellect and spirituality, are the primary aims of education.
We work together to create a happy and caring school community which is engaged in our local community and the wider world
We pursue high standards in every area of school life

This is a whole college policy and applies to the Primary and Secondary Phase, Boarding, Breakfast Club and after school activities.

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Approved Date	8th July 2019
Review Date	8th July 2021
Principal	Mr H vM Broekman

Liverpool College
Anti-Bullying Policy

Aim and Objectives

Bullying is anti-social behaviour which damages individual children. We therefore do all we can to prevent it, by developing a college ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent college response to any bullying incidents that may occur

We aim to make all those connected with the college aware that bullying will not be tolerated in the college community, and we make clear each person's responsibilities with regard to the eradication of bullying in our college.

Roles and Responsibilities

Governing Body

- The Governing Body supports the Principal and the Vice Principals in all attempts to eliminate bullying from our college. The Governing Body will not tolerate any bullying at all in our college and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Governors require the Principal and Heads of Schools (Primary Phase) and Head of Guidance and Head of Sixth Form (Secondary Phase) to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of college anti-bullying strategies.
- The Principal also gives an annual report to the Governors.

Principal, Vice Principal (MARP), the Heads of School (Primary Phase), Head of Guidance, Head of Sixth Form, Head of Boarding and the Head of House (Secondary Phase)

It is the responsibility of the Principal, Vice Principal (MARP) the Heads of School (Primary Phase), Head of Guidance, Head of Sixth Form and the Head of House (Secondary Phase) to:
- implement the school anti-bullying strategy, and to ensure that all members of staff (both teaching and non-teaching) are aware of the college policy, and know how to identify and deal with incidents of bullying.
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in the college. They draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- ensure that all pupils are aware that they should report incidents of bullying to an adult if they are the victim or a witness, treat others as they would wish to be treated and accept the consequences of their behaviour.
- ensure all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- establish a climate of good behaviour, mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

- ensure that the approach to anti-bullying is regularly updated to take account of developments in technology.
- ensure all incidents of bullying are recorded on SIMS.
- coordinate investigations into possible cases of bullying as required.
- take appropriate course of action when after investigation bullying when bullying has occurred.
- consider and respond to the reports after discussion with the leadership group, to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.
- report annually to the Governing Body.

Head of Boarding

- Works to re-establish harmonious relationships in the boarding-house, communicating outcomes to parents and to the Principal in fortnightly pastoral meeting.

The role of the teacher and support staff

- All of the staff in our college take all forms of bullying seriously and seek to encourage positive behaviour and prevent any harassment from taking place. Teachers are always on duty at times when pupils are not in class and supervise the pupils on the college site, particularly in areas where bullying might occur.
- If teachers witness an act of bullying, they will refer it to the appropriate Head of House and/or Head of School. Incidents of bullying will then be logged on SIMS, whether they occur in class or out of class. Incidents that occur outside school or on the children's way between school and home are also logged. These records will enable patterns to be identified.
- Teachers and support staff do all they can to support the child who is being bullied. All staff will monitor the situation and if a child continues to be bullied over a period of time, then the Principal will be informed who will notify the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately by reporting it to the members of the leadership team specified above. This will be in SIMS. The teacher may also offer support for the victim, if appropriate. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Teachers use curriculum opportunities (e.g. NSI/PHSE lessons in Secondary Phase) and assemblies to discuss equality issues and draw out anti-bullying messages. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PHSE, Moral and Religious Education, visits and visitors' assemblies and circle time are all opportunities that should be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere. The college participates in National anti-Bullying Week and children are engaged in workshops, drama, games and stories appropriate to their age.

The Role of the Parent

- To support the college's anti-bullying policy, actively encouraging their child to be a positive member of the college.
- Make sure that your child is fully aware of the policy concerning bullying and that he / she need not be afraid to ask for help.

- To look for the signs listed below, and inform the college immediately on suspicion your child may be the victim of bullying behaviour. All concerns will be taken seriously and appropriate action will follow.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the college immediately:
  - in the Senior School, inform the House Mentor
  - in the Preparatory School inform the Head of School
  - in the Pre Preparatory School inform the Head of School
  - if the pupil is a boarder the Head of Boarding should be contacted immediately.

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- There is a child friendly comments and suggestions box outside the Head of School's office in the Pre Preparatory School and children can, at any time, voice opinions, worries or suggestions. A Worry Box is available for children in the Preparatory School.
- Pupils can register any concerns via the intranet using the 'confide' mechanism.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Our School Council is encouraged to take an active role with the issue of bullying e.g. leading assemblies, organising pupil questionnaires etc.
- Boarding pupils can also tell the Head of Boarding or any Boarding Tutor if they are being bullied, and if the bullying continues, they must keep on telling the Boarding Tutors.

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. (DFE 2017)

Bullying affects everyone, not just the bullies and victims. It also affects the other children who are aware of it, and less aggressive pupils can be drawn in by peer pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

Bullying can occur through various types of anti-social behaviour and it can be motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. It can be one unresolved, frightening experience or a series of such incidents. Bullying can vary.
- Physical: a child can be physically punched, kicked, hit, spat at, pinched etc.
- Verbal: abuse can take the form of name calling, sarcasm, spreading rumours, persistent teasing, and ridicule. It may be directed at gender, ethnic origin, physical/social disability, personality etc.
- Emotional: a child can be bullied by being excluded from discussions/activities, tormented, humiliated, the setting of impossible tasks or deadlines.

- Racist: there may be racially abusive taunts, comments, graffiti, and gestures.
- Damage to property or theft: pupils may have their property damaged or stolen.
- Physical threats may be used by the bully in order that the pupil hands over property.
- Religious: offensive to faith and beliefs.
- Cultural: offensive to ethnic groups.
- Sexual and sexist, including homophobic bullying, unwanted physical contact or abusive comments.
- Special Educational Needs.
- Disability: because of a physical or mental handicap.
- Should a child be adopted or has caring responsibilities.
- Cyber bullying (through social websites, internet chat room misuse mobile phones, text messages, photographs and e mail).

Bullying may be brought to the attention of staff by the victim(s), their friend(s), their parents or other interested people. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.

Any incident of bullying, including those that occur outside the school premises, will be investigated and appropriate action taken.

Cyber bullying

New technology and social networking sites have provided a new medium for bullying, which can occur in or outside school. Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. It can take the form of any of the types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

The college can draw on the experience and expertise of anti-bullying organisations with specialised expertise in dealing with this method of bullying (Appendix). The rapidly changing nature of this method of bullying is constantly monitored by the college.

Signs and Symptoms of Bullying

A child may display signs or behaviour that might indicate that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from college
- doesn't want to go on the college/ public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to college (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in college work
- comes home with clothes torn or books damaged

- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has money continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- stops eating.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. It is recognised that bullying is serious and can cause psychological damage and even lead to suicide.

Prevention

The college's response to bullying does not start at the point at which a child has been bullied. As described above, staff implement strategies to prevent bullying occurring in the first place. Training is provided so that all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. The support of specialist staff is available to help staff understand the needs of pupils, including those with Special Educational Needs and/or disability (SEND).

The college strives to create an ethos of good behaviour where all pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils are emphasised as is an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. The positive ethos is achieved through a number of strategies including: ensuring that teaching materials do not give a negative view of any minority group; raising awareness of bullying within the school through assemblies; giving the pupils a voice through the School Council; openly discussing differences between people that could motivate bullying; discuss aspects of bullying and the appropriate way to behave towards each other encourage pupils to treat everyone with respect, make them aware of the part they can play to prevent bullying and make it easy for them to report bullying

The college will deal quickly, firmly and fairly with any incidents and involve parents if necessary. When parents are informed, records of allegations of bullying will be kept and records will be passed on throughout the college. The college applies disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also recognised that it is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. The college will also work with the wider community including police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

<h1 align="center">Action to be Taken When Bullying is Suspected</h1>

Primary Phase
EYFS Children in Reception

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. On rare occasions, a child may be spoken to by Head of the Pre-Preparatory School, who will explain the inappropriateness of a particular action. Parents are always informed when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and the Head of the Nursery and to agree a joint way of handling the difficulty.

The Preparatory and Pre Preparatory School

When there is serious or continued bullying, both the parents of the alleged perpetrator and the victim are informed by the Head of School. The Principal will be informed as deemed appropriate. If bullying is suspected we will talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified help, support and counselling will be given, as appropriate, to both the victims and the bullies.

We support the victims in the following ways:
- by offering them an immediate opportunity to talk about the experience with their class teacher, or another member of staff if they choose
- informing the victim's parents and by offering continued support when they feel they need it
- by taking one or more disciplinary steps described below to prevent more bullying.

We will support the bully by talking about what happened to discover why they became involved:
- by informing the bully's parents
- by continuing to work with the bully in order to change prejudiced attitudes as far as possible
- the school may suggest counselling, accessed through the child's GP or, in more extreme cases, e.g. where these initial discussions have proved ineffective, the Head of School may contact external support agencies, such as the social services
- by taking disciplinary action as set out in the Behaviour Management and Exclusion policies.

Secondary Phase

If an incident of bullying is reported, the following procedures are adopted.
- The teacher to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- Any pupil involved in bullying is reported to the Head of House. The Head of House will investigate the incident with the Head of Guidance or Head of Sixth Form. The Vice Principal and Principal will be informed as deemed appropriate by the Head of Guidance
- The Head of House and/or the Head of Guidance or Head of Sixth Form will explain the range of disciplinary measures that are potentially involved to those suspected of bullying.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The victim will be interviewed on his/her own and asked to write an account of events.
- A clear and factual record of the incident is recorded on SIMS.
- The Head of House with the Head of Guidance/Head of Sixth Form will invite the parents of the children involved into college to discuss the situation. Their support will be sought.

- Every effort is made to resolve the situation through counselling of both parties, and to modify the behaviour of the pupil who is bullying.
- A way forward, including disciplinary sanctions and counselling, will be agreed. This will recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- The victim will be interviewed at a later stage by the Head of House and/or Head of Guidance/Head of Sixth Form, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by the Head of House and/or the Head of Guidance/Head of Sixth Form, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- A monitoring and review strategy will be put in place.
- If bullying persists, the Behaviour Management policy will be implemented resulting in appropriate punishment for the child who has carried out the bullying. This could involve the writing of a genuine letter of apology, restitution of property, detention, Saturday detention, or temporary or permanent exclusion.
- In very serious cases, and only after the Principal has been involved, it may be necessary to make a report to the Police or to the Social Services. The college is mindful of the Protection of Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. However, it is the policy of Liverpool College to attempt to resolve such issues internally under the college's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

Bullying outside school premises

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the city centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Parental Access to Policy

This policy is available for parents to read on the college Website. Parents are also welcome to view the policy in school or we will send it to them, on request.

Complaints Procedure

Parents may use the complaints procedure (which is published on our website) if they feel that their concerns about bullying are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

Related Policies
- Behaviour Management Policy
- Complaints Procedure
- Equal Opportunities Policy
- Exclusions Policy
- Special Education Needs and Disabilities(SEND)

Monitoring and review

This policy is monitored on by the Principal, who reports to governors on request about the effectiveness of the policy. This policy may be updated at any pint, as appropriate.

This policy will be reviewed every two years or earlier if necessary.

Appendix

Key Sources of Information

DfE resources

Guidance – Preventing and Tackling Bullying (2017)
http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying

Legislation

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

Anti-Bullying Organisations

The Anti-Bullying Alliance (ABA): founded in 2002 by NSPCC and National Children's Bureau to bring together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
http://www.antibullying.net/adultsinschools.htm
http://www.anti-bullyingalliance.org.uk/

Beatbullying: a charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.
http://www.beatbullying.org

Kidscape: advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer training and support for school staff, and assertiveness training for young people.
www.kidscape.org.uk

Restorative Justice Council.
http://www.restorativejustice.org.uk/

Cyber bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves:

Bullying Online	www.bullying.co.uk
Cyber bullying	http://www.cyberbullying.org/
Childnet Inernational	http://www.childnet-int.org/

Lesbian, Gay, Bisexual and Transgender

EACH	http://eachaction.org.uk/

| Schools Out | www.schools-out.org.uk |
| Stonewall | http://www.stonewall.org.uk/ |

Special Educational Needs and Disability

| Mencap | http://www.mencap.org.uk |
| Changing Faces | Changing Faces: Provide online resources and training to schools on bullying because of physical difference. |