



Liverpool College

Anti-Bullying Policy



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.

Core Values

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



Approved Date	16.09.25
Review Date	16.09.26
Principal	 Mrs A Haynes

Liverpool College

Anti-Bullying Policy

Rationale

We strive to create a culture where all children feel safe and respected as to learn effectively. We are a school that sets high standards for all our children so it is important that we create an atmosphere in which bullying cannot thrive and in which no child has to suffer from harassment of any kind.

We will continually reinforce the character of children at Liverpool College via The Lerpooian Character Charter:

Purpose
We not Me
Give not Take
Improve not Excuse
Passion
Heal not Harm
Include not Ignore
Respect not Mock
Challenge
Care not Hurt
Support not Neglect
Unite not Divide

A definition of bullying

There is no legal definition of bullying. It is our school definition of bullying that we follow.

We define bullying as the **repetitive, intentional harming** of one person or group by another person or group, where the relationship involves an **imbalance of power**.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against, particularly where there is an imbalance of power

Bullying can take many forms (for instance, cyber-bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It may be motivated by actual difference between children, or perceived differences.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these, both in person and online. The protected characteristics are:

- Age
- Disability
- Gender reassignment (transphobia)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Maternity or civil partnership

Stopping physical violence and ensuring immediate physical safety is our first priority but we recognise that emotional bullying has the potential to be more damaging in the longer term for those involved.

Cyberbullying can be particularly harmful as it can happen at any time of the day and can potentially reach a wider audience.

We appreciate that cases of bullying can vary in complexity with a range of roles involved.

At Liverpool College we understand that sometimes there is relational conflict between children. Unkindness and meanness are not acceptable and will be dealt with by the pastoral team. However, they are not necessarily bullying. Where there is unkindness between children the pastoral team will endeavour to support children and re-emphasise our LerpooLian Character traits. In the Primary phase children are reminded to follow our 'Golden rules' which are displayed in each classroom.

Whole school approaches to preventing and tackling bullying

A 'telling' school is one where children do inform staff when bullying is taking place.

All children at Liverpool College can speak to any member of staff, inform their parent/carer or report on Confide.

In the Primary phase children are encouraged to speak to their class teacher or the Inclusion Mentor. In each classroom there are worry boxes or worry monsters (age dependent) where they can share their concerns.

Children can also use these routes to report suspected bullying of their peers as well as reporting if they are the victim.

If children who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Children who feel that they are being bullied must know that their concerns will be taken seriously and recognise that investigations take time.

All members of the school community have a responsibility to ensure that we work to create an atmosphere of trust so that children are able to report their concerns and feel that these concerns will be taken seriously. This responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and understand that bullying will not be tolerated
- ensuring that all staff demonstrate positive behaviours and are positive role models to children.
- treating other people with respect at all times
- doing nothing that could be construed as bullying
- doing nothing that could be construed as supporting bullying; this includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices.

Who to tell if you think there may be bullying at Liverpool College

At regular intervals throughout the year and particularly at the start of the year in the Michaelmas Term we remind pupils in LC+ time what to do if they feel they are being bullied. This includes the following guidance:

- If you feel able to, let the perpetrator know that they do not like what is happening to them and ask them to stop
- If the unpleasantness/bullying doesn't stop, tell an adult in school who will initiate action to sort out the problem. This will often be their class teacher, House Mentor, Inclusion mentor but can be any teacher or member of staff.
- In secondary, you can report any form of bullying using Confide either for yourself or an incident you have witnessed, to report your concerns discreetly.
- Do not use physical or verbal abuse to try to resolve the matter.

If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's Chapter administrator and in the Primary phase their class teacher. This will be logged, and the matter will be investigated.

Next steps after a report of suspected bullying

In the Primary phase the class teacher will first investigate and then discuss with the Vice Principal: Head of Primary and next steps agreed.

In the Secondary phase, the pupil's Dean will firstly investigate any complaint of bullying. The Dean will then discuss with the Vice Principal: Head of Secondary and next steps agreed.

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened. This will usually involve interviewing pupils who may have witnessed the potential bullying and also the alleged perpetrator.

Where incidents that happen outside school are clearly having a detrimental effect on the life of a child in school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

Consequences for bullying at Liverpool College

At Liverpool College we do all we can to ensure that sanctions and consequences are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by

other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. Indeed, if children are struggling to understand how their actions may harm others the need for appropriate intervention may be heightened. We expect all students to be proactive and seek help from members of staff if they witness another child being hurt or they are concerned about others.

In all phases of the College we adopt a preventative approach, sanction any cases of bullying and use restorative interventions.

In the Primary Phase

a) Preventative approaches

In the Primary phase we explain why some forms of behaviour are unacceptable and hurtful to others in assemblies, as part of our PSHE curriculum and through the interactions within class and whilst watching pupils interact with their peers, especially on the playground.

b) Sanctions

In the Primary phase sanctions may include:

- Loss of play (length dependent on age) or Friday detention
- A phone call/email to discuss the matter with both sets of parents/carers
- Friday detention and a record of the incident on BromCom (this is an automatic sanction for any form of fighting in the Primary phase)

c) Restorative approaches

In the Primary phase restorative approaches include:

- Restorative conversations between all children involved usually including an apology from the perpetrators where appropriate, facilitated by either the class teacher or the learning mentor.
- A programme of support for either victim or perpetrator or both with the inclusion mentor

In the Secondary Phase

a) Preventative approaches

In the Secondary Phase staff proactively gather information about issues between pupils which might provoke conflict and intervene where necessary to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference in PSHE or through assemblies. We have created an ethos of good behaviour and promote kindness so that pupils treat one another and the school staff with respect because they know that this is the right way to behave.

We ensure that parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

b) Sanctions

In the Secondary phase the following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension:

- A detention, plus restorative conversation to educate the perpetrator on the impact of their actions.
- A phone call/email to discuss the matter with perpetrator's parent/carer, further removal of free time, seating plan changes within class, further education on the matter.
- Reflection time plus perpetrator's parents invited in for a formal face-to-face meeting.
- Timetable change for the perpetrator, plus a meeting with the Vice Principal
- Offsite direction
- Suspension

- Permanent Exclusion

c) Restorative approaches

Restorative conversations between all children involved often including an apology from the perpetrators, where appropriate.

A programme of support for either victim or perpetrator or both with the learning mentor

A programme of support with an external provider working with small groups of pupils e.g. BullyBusters

Engaging with parents and carers

At Liverpool College we aim to work with parents/carers to help them to understand our approach with regards to bullying as well as engaging promptly with them when an issue of bullying comes to light, whether their child is the child being bullied or the one doing the bullying. This may be via, for example, website communication and policies, curriculum information including the LC+ curriculum, Chapter Information Evenings, Parents' Evenings and our Management Information System, BromCom.

Some parents may need specific support to help deal with their child's behaviour and we will signpost parents/carers to appropriate channels of help.

Related Policies

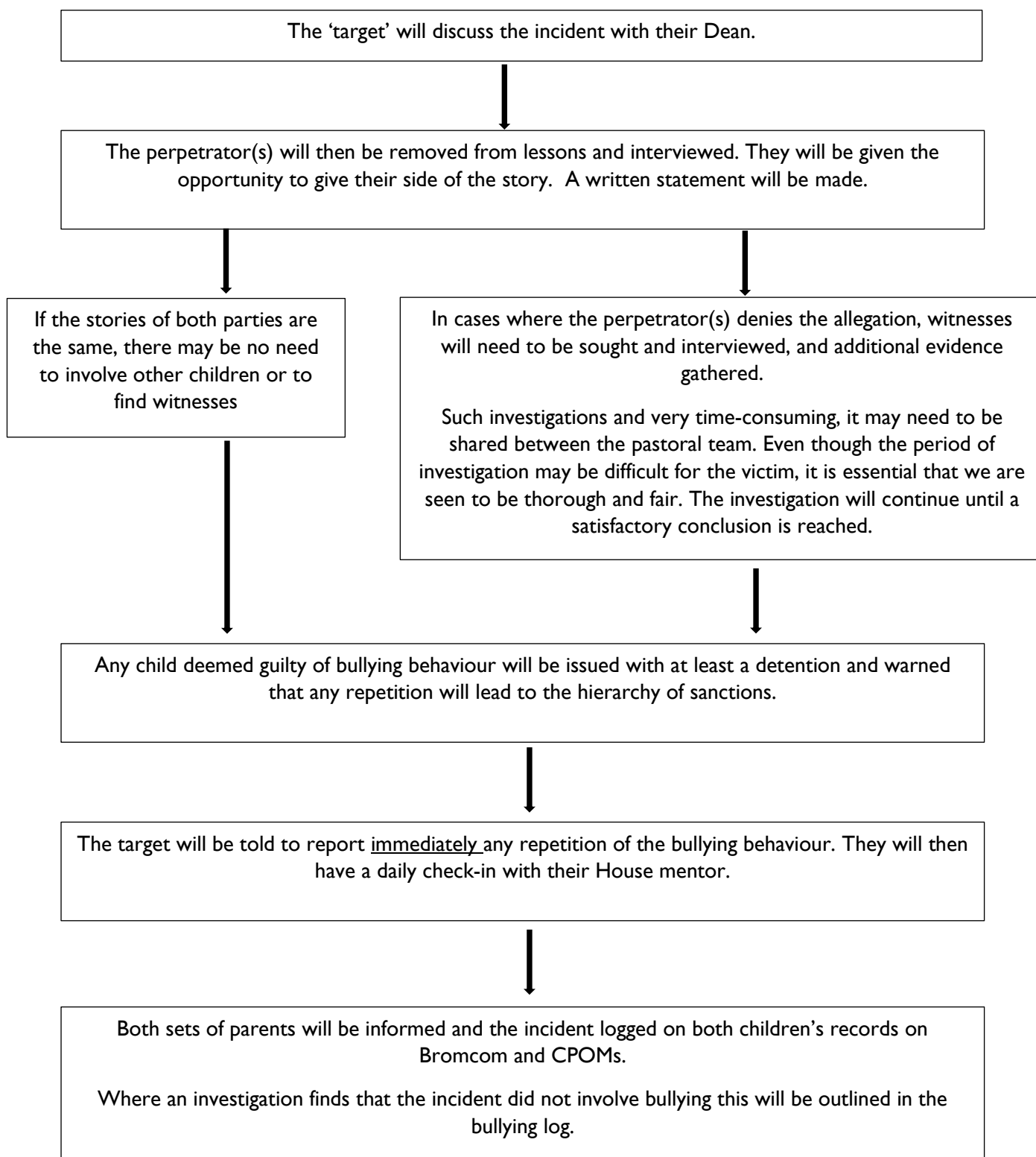
- Behaviour Management Policy (PD07)
- Complaints Procedure (GB06)
- Equal Opportunities Policy (EO02)
- Exclusions Policy (PD08)
- Special Education Needs and Disabilities (SEND) (TL06)

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 point, as appropriate.

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

Appendix A: The Process Flowchart (Secondary)



Support: During an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and at the end of school. They will be offered protection at such times, in the form of a safe space which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also check in with their House mentor every morning.

Appendix B: The Process Flowchart (Primary)

The 'target' will discuss the incident with their class teacher or the inclusion mentor



The perpetrator(s) will then discuss the incident with their class teacher or the inclusion mentor.
They will be given the opportunity to give their side of the story.



If the stories of both parties are the same, in the first instance a restorative approach will be used so both parties understand the impact



In cases where the perpetrator(s) denies the allegation, it may be necessary to ask other pupils who have witnessed the incident.

Once both parties have agreed what has occurred, the incident will be recorded on CPOMS and a restorative approach will be taken



Should the behaviour reoccur the following steps will happen:

- Loss of play (length dependent on age) or Friday detention
- A phone call/email to discuss the matter with both sets of parents/carers
- The target will be encouraged to share any further concerns with their class teacher and where necessary the learning mentor will check in on them