



LIFE SCHOOL
ANNEX TO THE ANTI-BULLYING POLICY
(Anti-bullying Procedures)

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from school office.

Document Details

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Responsible Area	Proprietor and Senior leadership team

Amendments:

Date	Amendment

Availability: This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Chief Executive Officer, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Headteacher.
- This policy was last reviewed agreed by the Advisory Board in January 2021 and will next be reviewed no later than January 2022 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Sarah Quilty
Headteacher

Alastair Saverimutto
Chief Executive Officer

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Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- Through social stories
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays;
- Providing emotional support to give each child the opportunity to express how they feel;

Methods

- We watch for early signs of distress in children.
- We listen, believe and act when a child communicates that he or she is being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why his or her behaviour is unacceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of his or her actions.
- We support the child who has done the bullying to learn alternate strategies to manage their behaviour.

Sanctions may include withdrawal from favoured activities or loss of playtimes. If bullying persists, the parents of the perpetrator and victim are called to discuss the situation with the Headteacher. In rare cases, children who bully may be excluded.

Good Practice for Staff:

- Be continually watchful and available.
- Promote good behaviour and encourage the care of others.
- Ensure children are monitored at all times.
- Report all cases of bullying to the Headteacher.
- Parents' involvement and cooperation can be sought in the case of persistent offenders after consultation with the Headteacher.

The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most children at some period during their school career. The most common forms are verbal intimidation and social exclusion.

All staff must be alert to the signs of bullying. These could include:

- Verbal taunts;
- Children sitting on their own
- Children being left out of activity groups during lessons.

Teachers are encouraged to adopt the following responses:

All disclosures, whether from a pupil, a parent or a member of staff, should be taken seriously and treated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be recorded in writing and passed to the Headteacher.

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Victims, alleged bullies and witnesses should be interviewed separately and be required to record independent accounts of the incidents/situations. Where necessary pupils will be supported to record their accounts.

In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.

In serious cases these will be discussed with the Headteacher.

The School will include Anti-Bullying training within its Continuing Professional Development (CPD) programme, so as to ensure that staff are well prepared to deal with bullying in the best way possible and to be in a position to reduce the risk of bullying happening in the first place by creating a safe and nurturing classroom ethos.

Anti-Bullying Strategies Adopted by this School

- Acknowledges the problem. Bullying happens everywhere in our society, including the staff-room.
- Establishes support mechanisms to help children who are being bullied.
- Peer support schemes such as buddying, peer listening or peer mediation can create a happier, friendlier environment and offer much needed support to children who have problems.
- Has a whole school approach in which children and adults work together to create an environment where bullying is not tolerated.
- Although the School is not directly responsible for bullying off its premises, bullying doesn't end at the school gates. We will work with the local community.
- Involves young people in anti-bullying work, as this is far more likely to succeed than if ideas are imposed on them. Children and young people often have the best approaches to solving problems within their peer groups.
- LIFE SCHOOL finds ways to help those who are bullying change their behaviour in the form of sanctions and support for the bully. Punishing bullies doesn't end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.
- Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.
- Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help children make friends and also encourage and facilitate social interaction.
- Use time during PSHEE classes to talk about bullying/intimidation in general.
- There is a flexibility within the PSHEE curriculum lessons to deal with specific incidents which may be considered to be bullying that need to be dealt with. Lessons will be planned throughout the school year to promote cooperative and appropriate behaviour.

Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The School's Aims with Regard to Bullying:

- To make clear to children, staff, parents and guardians that bullying is unacceptable.
- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
- To provide a clear framework for dealing with incidents of bullying.
- To educate children in resisting bullying.
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- To instil in all members of the school community a sense of caring and kindness for one another in accordance with the school's ethos.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.

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- To ensure that the adults in the children’s world do not endeavour to diminish children so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self-esteem.
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.

ANTI-BULLYING APPENDIX

FURTHER SOURCES OF INFORMATION

Departmental advice and guidance you may be interested in

[Preventing and Tackling Bullying \(July 2017\)](#),

[Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#)

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

Legislative links

Schools’ duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#) and the [Public Sector Equality Duty](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[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.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing 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.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes [new cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of ‘sexting.’

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LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT pupils and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. 18

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

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

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

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[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.