ANTI-BULLYING POLICY 2025

Approved by: Mica Coleman Jones **Date:** 02.09.2025

Next review due by: 02.09.2026

Approved by trustees: 25.11.2025

Signed by Chair of Trustees DMCostley

FOREWORD

Lilya’s Clarendon School and Lilya’s Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

TRUST STATEMENT ON BULLYING

Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

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AIMS AND PURPOSES OF THE POLICY

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidents of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school’s approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

Please see our related policies:

- Positive Behaviour Support
- Equality, Diversity, and Inclusion
- E-Safety and Acceptable Internet Use
- Relationship and Sex Education (RSE)
- Staff Code of Conduct
- Whistleblowing
- Safeguarding

We believe this policy should be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

> "WHEN WE TALK ABOUT PUPILS AS FUTURE LEADERS, ONE OF THE THINGS WE MEAN IS THAT WE EXPECT THAT WHEN THEY LEAVE US, THEY WILL BE ABLE TO ASSERT THEIR NEEDS AND CONTRIBUTE TO THE CREATION OF A SOCIETY WHICH IS NEUROINCLUSIVE."

DEFINITION OF BULLYING

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

PHYSICAL	Such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone.
ATTACKING PROPERTY	Such as damaging, stealing, or hiding someone's possessions.
VERBAL	Such as name calling, spreading rumours about someone, using derogatory or offensive language, or threatening someone.
PSYCHOLOGICAL	Such as deliberately excluding or ignoring people.
CYBER	Such as using text, email or other social media to write or say hurtful things about someone.

Bullying behaviours are characterised by the following attributes:

- The behaviour is repeated.
- The behaviour is intentional.
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying.
- The behaviour causes physical or emotional harm for the individual or group who is targeted.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture
- Social class or socio-economic background
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Trans identity, including non-binary identity (transphobic bullying)
- Special educational needs (SEN), additional learning needs (ALN), additional support needs (ASN), or disability
- Appearance
- Related to home or other personal situation
- Related to another vulnerable group of people
- Other specific groups such as young carers

Reporting Bullying

If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school.

Report bullying by:

- Using the anonymous school bullying reporting box
- Report to a member of staff
- Call ChildLine to speak with someone in confidence on 0800 1111

Roles and responsibilities of staff

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a member of the Senior Leadership Team.

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parent and carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to Bullying

When bullying has been reported, the following actions will be taken:

– Staff will record the bullying on an incident reporting form and record the incident centrally on CPOMS.

– Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results.

– Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.

– Support will be offered to those who are the target of bullying from the relevant staff member in school, from a peer mentor or through the use of restorative practice.

– Staff will assess whether parents and carers need to be involved.

– Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

Bullying Outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school, and report and respond according to their responsibilities as outlined in this policy.

Derogatory Language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language.

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy.

- Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.
- Our curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- Regular opportunities are provided to discuss issues that may arise in class and for teachers to target specific interventions.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- Students will continually be involved in developing school-wide anti-bullying initiatives through consultation with groups and through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

Training

The Head of Provision is responsible for ensuring that all school staff, both teaching and nonteaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the anti-bullying policy.

Monitoring and Reviewing

The Head of Provision is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with students. The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, parents and carers and trustees.