



LIFE CHANGING EDUCATION

ANTI-BULLYING POLICY

PUBLICATION DATE

April 2026

REVIEW DATE

April 2027

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LCE is committed to safeguarding and promoting the welfare of children and requires all staff to always act in the best interests of our children.

1 Introduction

All members of the LCE community have a right to live, learn and work in a safe, secure and positive environment. Bullying of any kind will not be tolerated. We have regard to the DfE guidance 'Preventing and tackling bullying' (July 2017). LCE acknowledges the obligations associated with the UN Convention on the Rights of the Child (UNCRC), the Children Act 1989, the Human Rights Act 1998 and the Equality Act 2010. We also follow current DfE guidance, 'Keeping children safe in education' (2024), 'Working together to safeguard children' (2023)¹, HM Government advice 'What to do if you're worried a child is being abused' (2015). We will take immediate action, where we believe an individual may be at risk, or it is alleged that an individual is suspected of being bullied or is bullying others. Our primary concern, at all times, is the welfare and safety of all members of our community including children, staff and visitors.

2 Definition of bullying

The government defines bullying as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

3 Roles and responsibilities

It is the responsibility of all staff to consistently promote the principles and ethos of the anti-bullying policy through their work with and around children. Staff must take all necessary steps to make sure that individual children are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability or for any other reason. This includes consistently challenging inappropriate interactions, including discriminatory, derogatory and aggressive language. Staff must report and record any bullying issues relating to individual children, to a senior member of staff (Krystian Liptrot, Daniel Cheetham, Rupon Miah, Olivia Williams or Reece Lyndon), with a written record of the incident filed.

4 Dealing with bullying

Through a clear, consistent and positive approach to behaviour support, we will establish an ethos and environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance. The use of disparaging and prejudice-based language, including comments associated with lesbian, gay, bisexual, and transgender issues, racism, sexism and disability, for example, is wholly unacceptable and must never be excused as "just banter".

Staff must lead by example in modelling positive relationships and communication with colleagues, children and visitors. Staff must also be proactive in gathering, communicating, and acting upon intelligence about issues between children, which may provoke conflict. This will, in turn, reduce the risk of bullying. Staff must also be vigilant and alert to bullying behaviours in group situations, which otherwise might go unnoticed. We place a strong emphasis on rights and responsibilities - all staff and children have rights, and all staff and children have a responsibility to respect the rights of others. We help children to develop positive values, to understand difference, diversity, tolerance and inclusion, to understand the many different forms of bullying, how bullying affects people and how to protect themselves from bullying. Where a child has been involved in bullying, whether as victim or perpetrator, new information will be recorded, as appropriate. Information will be requested from pupils' registered school and shared in return where felt necessary to ensure a collaborative approach is embedded, in view of best supporting the needs and behaviours of each child. All relevant staff are obliged to familiarise themselves with the current risk assessment and behaviour support plan for every child they are likely to have responsibility for educating, engaging, supporting or supervising. All risk assessments and behaviour support plans are shared with children to enable them to develop the knowledge, understanding and skills necessary to manage their own behaviour effectively. Bullying behaviour, wherever it occurs, has a negative impact on everyone involved. For further information on the effects of bullying, visit 'stopbullying.gov' at www.stopbullying.gov/at-risk/effects. By establishing secure, positive and trusting relationships with children, staff empower them to seek help when they are worried about their own or others' safety. Children who have supportive relationships with adults in their lives are also more likely to turn to those adults for help in dealing with bullying. LCE will apply skills to conduct positive mediation where appropriate, a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. LCE will apply a restorative justice when necessary, in view of affecting change through discussion. It can help staff, children and the wider community to reflect on what has happened, who has been affected and agree on ways to move forward. Where a child is found to be persistently bullying another child, steps will be taken to manage their behaviour and minimise the risk they pose to others. It is also 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(ren) engaging in bullying may need support themselves. All bullying-related incidents (confirmed or otherwise) must be reported to senior staff and recorded in the Bullying Log, as soon as is reasonably possible (and normally within 24 hours of the incident). Entries in all records must be legible, clearly expressed, non-stigmatising and distinguish as far as possible between fact, opinion and third-party information. Serious or sustained incidents of bullying must be reported to parents, carers and relevant schools. All such communications must be recorded, in accordance with relevant policies, procedures and guidance. Irrespective of the action taken, it is essential that the relationship between victim and perpetrator is monitored, and follow-up conducted to ensure the issues have been resolved and the strategies used have been effectively evaluated. Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

5 Staff conduct and bullying

LCE will not tolerate harassment or victimisation and will take all possible measures to protect employees who raise concerns in good faith.

6 Seeking the views of children, parents, carers, school's and staff

Regular enquires are made of all children as to how safe they feel at LCE and ways in which services and outcomes can be improved. The views of parents, carers, schools and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries as well as any associated actions.

7 Safeguarding and child protection

LCE will always consider whether a child's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm; or whether their behaviour might be the result of unmet educational or other needs. All child protection concerns will be addressed in accordance with our 'Child Protection Policy'.

8 Bullying outside of LCE's premises

Where bullying outside of our premises including online, is observed by and/or reported to staff, it will be investigated and addressed in accordance with this Anti-Bullying Policy.

9 Police involvement

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Careful, child-centred decision-making is made about reporting their behaviour to the police, though appropriate notifications are always made and clearly documented.

10 Complaints

Children, staff, parents, carers and placing schools are all able to complain to LCE if they are unhappy with any aspect of the education or care provided. All complaints are taken seriously and will be dealt with, without delay. For further information, see our 'Compliments and Complaints Policy'. All complaints concerning allegations of child abuse will always be addressed in accordance with our 'Child Protection Policy'.