Luccombe Hub

This document forms part of the policy handbook and is intended for use at Luccombe Hub

Title:	**Fairness & Dignity (Anti- Bullying) Policy**
Subject Area:	Behaviour
Applies:	Immediately
Issued:	01/02/2023
Last Reviewed:	23/01/2025
Sponsor:	Henri Monier-Williams in conjunction with SLT
Contact:	Henri Monier-Williams
Email:	Henri@Luccombehub.com

1.1 Introduction

This policy has been produced to help our Centre prevent and respond to bullying as part of our overall behaviour policy. It outlines the Government's approach to bullying, relevant legal obligations, the powers available to tackle bullying, and the principles which underpin the most effective anti-bullying strategies. Our Centre has a duty to safeguard and promote the welfare of children/young people and create and maintain a safe learning environment. Therefore, the importance of having a strong and consistent bullying policy in place, allows us to educate staff, to identify any situation which is likely to result in conflict or bullying behaviour before it happens and before it becomes a significantly more serious issue.

Stopping violence and ensuring immediate physical safety is our first priority, we understand that emotional bullying can sometimes be more damaging than physical – so the team will use their experience/training and review case by case, to make their own judgements and how best to respond to any incident.

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, emails or over 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.

Cyberbullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside The Luccombe Hub. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2010 give teachers/staff stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones

1.2 Consultation

The Luccombe Hub will communicate this policy to all staff, relevant professionals and learners through inductions, meetings, day to day communications, staff meetings and training. A copy of this policy and all policies will be available on request or via the website.

1.3 Legislation and guidance

There are several pieces of legislation which set out measures and actions for educational settings in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006
- Education Act 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.
- The Education (Independent Schools) Standards 2014

2.1 Procedures and practice

Dealing with Bullying

The Luccombe Hub will take a robust approach to any forms of bullying, harassment, threats or acts of aggression to any member of our community, both staff and learners and we aim to work with all our families to discourage any bullying type behaviour.

Prevention

We believe that responding to bullying should not start at the point at which a child/yp has been bullied and therefore we take a proactive approach. Staff will gather intelligence about issues between Learners which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

The Centre as part of the approach uses the following preventative measures:

- Our Behavioural Lead and staff carry out weekly mentoring sessions with all learners to discuss what positive communication and behaviour looks like.
- Our Extensive PSHE curriculum offer therapeutic lessons to improve tolerance and understanding – that as individuals we may think or believe in different things and that's okay but we must show respect to one another.
- Opportunities for supported small group and optional social gatherings between learners to practise their social skills.
- All learners are advised of the Centre's approach to behaviour and bullying and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- Promoting open communication to ensure learners feel they have a voice and can be heard.
- Learners should feel that they can report bullying which may have occurred outside the Centre including cyber-bullying;
- We aim to follow an ethos of collaboration and positive behaviour where learners treat one another and the Centre staff with respect, an understanding of the value of education and a clear understanding of how our actions affect others is promoted and taught so that the Centre

environment is a place for positive social interactions. This is reinforced by staff and learners who can set a good example to the rest.

- Centre Lead, and Centre staff are best placed to decide how best to respond to the particular issues that affect learners. There is no single solution to bullying.
- Staff themselves will be able to determine what will work best for their learners, depending on the particular issues they need to address.
- Staff meetings to address any concerns around group dynamics or concerns over wellbeing.
- Provide effective staff training. Anti-bullying policies are most effective when all staff understand the principles and purpose of the policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;

Intervention

We follow measures indicated within our behavioural policy to assist and show learners who instigate bullying, that their behaviour is wrong. Measures must be applied fairly, consistently, and reasonably taking into account specific special educational needs or disabilities that our learners have.

It is also important to consider the motivations behind bullying type 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 additional support themselves, above the individualised care and support already in place.

We will Involve parents to ensure that they are clear that the Centre does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We promote open dialogue between home and The Centre so that Parents/ Guardians can feel confident that the

We seek to create a safe environment where learners can openly discuss the cause of their bullying, without fear of further bullying or discrimination;

Where an incident of bullying/harassment, threat or act of aggression is brought to our attention we will address each incident on a case by case basis and actively involve the parents on seeking a resolution.

We will work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed

2.2 Aspects

Safeguarding Children and Young People

Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the learner who is experiencing bullying, or to tackle any underlying issue which has contributed to a child/yp engaging in bullying.

3. Concluding notes

3.1 Monitoring and review

This policy shall be reviewed every 3 years or earlier when required.

3.2 Links to other policies

This policy should be read in conjunction with the Behaviour Policy, Safeguarding Policy and Exclusion policy. This Policy is also compliant with statutory guidance on Keeping Children Safe in Education.